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ABSTRACT

This instructor's guide is divided into two major sections. The first section contains materials for pre-service preparation of placement personnel and is divided into an introduction and five instructional units. The introduction presents an overview of the materials. The five instructional units contain lesson plans on the following topics: (1) Orientation to Job Placement, which covers background material on career development, history of placement services, and model selection for school-based placement programs; (2) The Job Placement Process, which covers such activities as locating placement opportunities and countering employer objections; (3) The Placement Program, which covers such activities as setting up advisory committees and staffing the placement program; (4) Resource Materials, which covers the process of identifying/selecting resource materials and setting up the placement resource center; and (5) Meeting the Placement Needs of Special Target Groups, which includes the disadvantaged, women, and the handicapped. In section 2 of this guide, suggestions are offered for developing inservice training programs on the topic of job placement. It presents five in-service modules which correspond to the five pre-service units in section 1. A discussion on role processing as a training technique is appended. (BM)

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ORIENTATION TO THE
JOB PLACEMENT
PROCESS

Instructor's
Training Guide

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OUTLINE FOR PROGRAM PERFORMANCE REPORTS
ADULT, VOCATIONAL, AND EDUCATION PROFESSIONS DEVELOPMENT ACT (EPDA) PROGRAMS

(Final Report)

1. PROJECT NO.: WI-V-715	2. GRANT NO.: G05-77-00150

3. TITLE OF PROJECT:
IMPROVING THE PREPARATION OF JOB PLACEMENT PERSONNEL

4. GRANTEE ORGANIZATION: University of Wisconsin	5. PROJECT DIRECTOR: Merle Strong (Bartz, Kosmo)
6. PERIOD COVERED: FROM July 1, 1977	TO September 30, 1978

7. ACCOMPLISHMENTS *(including significant findings)* DURING THIS PERIOD. *(Key to approved project objectives. For educational personnel training programs, include progress made toward placement of trainees and institutionalization of programs.)*

Competencies for Job Placement Personnel were identified and Job Placement Models were examined. Job Placement understandings and competencies were upgraded in vocational administrators, teacher educators, and counselors.

8. MAJOR ACTIVITIES AND EVENTS.

A Project Advisory Committee was held during fall of 1977 and planned a National Conference held in May 1978. An instructor's training guide and other workshop materials were developed. Applications to attend the conference were rated which assisted in deciding upon invitees.

9. PROBLEMS.* *(Describe any departures, including timing, from the original project plan; discuss special problems encountered or expected.)*

N/A

10. PUBLICITY ACTIVITIES.* *(Itemize all newspaper or magazine articles or other published materials about your project. A copy of each item should be attached. List all visits to the project site by educators from other organizations.)*

Letters and brochures announcing the conference were sent to State Directors of Vocational Education.

11. DISSEMINATION ACTIVITIES.* *(Describe method of dissemination; identify recipients of dissemination activities.)*

Job Placement Course materials and a report of the conference were disseminated.

12. PROGRESS ON DATA COLLECTION AND EVALUATION PLANS AND PROCEDURES.*

An instrument for conference evaluation was developed. Criteria for conference participants were developed. Conferees evaluated the conference with favorable responses.

13. OTHER ACTIVITIES.*

N/A

14. STAFF EMPLOYMENT AND UTILIZATION.* *(Note any changes in staff personnel or staffing plans by additions, departures, or revisions of percentage of time or other commitments to the project.)*

N/A

15. STAFF DEVELOPMENT.* *(Describe any inservice training for teachers, counselors, and supervisors and any other activities of a professional nature for project staff.)*

N/A

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* IF THERE IS NOTHING TO REPORT IN THIS SECTION, WRITE N/A.

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PRIMARY[1]											
ADMINISTRATORS					1		1	1	15	2	20
GUIDANCE COUNSELORS									9	2	11
TEACHER COUNSELORS											
TEACHER MEDIA SPECIALISTS											
TEACHER TRAINERS							1		11	2	14
TEACHERS											
PARAPROFESSIONALS											
OTHERS *(Specify)*									8	3	11
SECONDARY[2]											
TOTALS					1		2	1	43	9	56

[1] PARTICIPANTS FOR WHOM THE TOTAL PROJECT WAS DESIGNED

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35 - 64 OR OVER											
TOTALS											

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PREFACE

Many of the students who enter a vocational education program or institution believe that the time, effort, and money which they invest will result in a job in a related field. During the recent tight labor market years, it has quickly become apparent to many students that training alone does not guarantee employment. To translate their training into the reality of a job, students also need contacts within the labor market and effective job search skills. Furthermore, appropriate job openings must also be available.

Vocational education institutions have been faced with the same demand for greater accountability that has characterized other publicly-supported agencies and institutions. The success of vocational education has been typically measured in terms of the placements obtained by program graduates. The demand for greater accountability and the increasingly complex and difficult process of occupational entry have led to a resurgent interest in the placement function in vocational education.

Most educational institutions cannot afford to hire additional personnel to provide placement services for students. Correspondingly, the responsibility for the placement of vocational education students frequently is entrusted to their teachers. The education of these teachers has not tended to include formal training in placement. Rather, proficiency in placement is assumed to occur through on-the-job experiences. These novices approach the placement function with some trepidation. For example, they often do not know how to prepare for employer contacts or what reaction to expect in turn from employers. Such uncertainty and inexperience can result in poor initial contacts which serve to reinforce the teacher's feelings of inadequacy in placement. They are also not prepared to perform the other activities involved in a successful placement program. They may know that students need effective interviewing skills but may lack information as to what skills are "effective" and how to teach these skills to students. These types of experiences lead many educators to retreat to their classrooms and concentrate on the activities they were "trained" to peform.

Fortunately, the resurgent interest in placement has resulted in the development of many materials which can be synthesized into a training program for vocational educators. During the past several years, funds have been allocated under the Vocational Education Act to develop and evaluate model placement programs. Many of these placement programs have been summarized in manual form for replication in other areas. Training guides developed by other agencies involved in placement, such as the Job Service, Division of Vocational Rehabilitation, and Work Incentive Program, also contain information useful for developing similar training guides for vocational educators. The availability of funds under the Vocational Education Personnel Development Program 553 has made it possible to consolidate the information in these various guides, models, and research reports. This guide represents an attempt to develop a set of organized materials, readings, and lesson plans for training vocational educators in effective job placement techniques.

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SECTION I

Guidelines for Developing Pre-Service Training in Job Placement

INTRODUCTION AND OVERVIEW OF MATERIALS

INTRODUCTION AND OVERVIEW OF MATERIALS

Placement is a process which focuses on the transition an individual experiences as s/he moves from one set of career activities to the next level of career preparation, entry, or advancement. As such, placement is a developmental process focused on role change. In particular, the placement service, is concerned with the process by which students translate career goals into the reality of a placement in that career area. Real life experiences are provided through which students can test out new roles. Through the placement service, they are given a chance to sample alternatives, to test preconceived notions or stereotypes against reality, and to broaden their repetoire of skills. Placement, therefore, is also a learning experience for students.

Goals and Objectives for Training

The comprehensive view of placement (i.e., an emphasis on approaching placement as both a transitional process and a student learning experience) is reflected in the training materials contained in this guide. The basic goal of the suggested training curriculum is to provide each participant with the information, skills, and experiences necessary to design and implement an effective school-based placement program.

This broad goal was selected as it allowed for the diversity of roles placement personnel have been assigned. In some cases, job placement services are provided on a one-to-one basis by vocational education teachers to their students. These teachers need training in assisting with individual career planning, approaching employers, and training students in effective job seeking skills. In other cases, a counselor or administrator or department head has been drafted to develop a plan for a school-based job placement program. These people need information on basic program planning, including developing a program rationale, establishing goals and objectives, staffing the program, etc. They also need information on the basic components of a placement program. For instance: What services should be included? What models are available? Many teachers and counselors find themselves in a role somewhere between these two extremes with varying degrees of flexibility in the amount of program innovation they can accomplish. Whatever the eventual role, the broader training perspective will assist the student in gaining a better understanding of the basic components of a comprehensive placement program.

Organization of Materials

This instructor's guide is divided into two major sections. The first section contains materials for pre-service preparation of placement personnel. In the second section, suggestions are offered for developing in-service training programs on the topic of job placement. The suggested in-service modules represent primarily modifications of the detailed training lessons included in the first section.

Five major topics have been included as part of the comprehensive training program. They reflect an orientation to job placement as both an individualized process and a comprehensive program. The basic units included are as follows:

Unit I: Orientation to Placement. In this unit, basic principles concerning the development of a placement program are examined. The contribution of placement services to individual career development, the relationship of the school's placement activities to those of other social institutions, alternate models for placement programs, and legal and ethical considerations in placement are highlighted.

Unit II: The Job Placement Process. This unit focuses on the basic stages in the placement process. In particular, lessons are included which deal with:

- locating desired job opportunities,
- securing a selected job,
- maintaining the job, and
- developing additional job opportunities.

General training activities in each of these areas are included. In addition, activities for assisting with individual career planning and placement are also included.

Unit III: Planning the Placement Program. Lessons in this section deal with the application of a planning model in designing and implementing a placement program. Needs assessment, objective development and selection, and program evaluation strategies are applied to job placement programs. Lessons are also included which relate to increasing the involvement of students, faculty, and community agencies in meeting the placement needs of students.

Unit IV: Resource Materials. This unit focuses on basic procedures encountered in working with placement and career education materials. Specifically, the lessons are designed to assist placement personnel in identifying, evaluating and selecting placement materials. Additional activities emphasize the use of materials, activities and media in placement programs and career resource centers.

Unit V: Meeting the Placement Needs of Special Target Groups. The unit highlights the entry barriers encountered by the disadvantaged, the disabled, and women in the job placement process. The lessons focus on both sensitizing participants to the problems these groups encounter and also to identifying their implications in placement program development.

The five topical areas correspond to the five divisions in the companion textbook, An Orientation to the Job Placement Process. The textbook and lesson plans are designed to complement each other. Although the majority of the lessons included in this guide do not require that the student has read the textbook previously, such reading will enhance the student's basic understanding of job placement programs and practices. In fact, if the accompanying textbook is not used by students in conjunction with this training program, the instructor is strongly urged to prepare lecture material which covers these topics.

The general approach taken in the training activities has been to minimize the use of the lecture method through substitution of required readings. Emphasis has been placed on using students' personal experiences, classroom discussions, and off-campus interviews and observation. These techniques were perceived to promote better student learning and enthusiasm for the materials.

Training Techniques and Strategies

The class activities contained in each of the lessons presented in the later sections reflect a variety of training strategies. The training strategies were selected to be compatible with the learning objectives specified with the lessons. For example, self-exploration exercises, forced choice problems, and role playing activities are frequently used in conjunction with those lessons which concern exploring attitudes and values. In contrast, demonstration, simulation, case studies, and modeling activities are more prevalent in those lessons which focus on developing specific student skills.

The following techniques are used frequently within the training materials:

1. To provide basic information
    a. Lectures
    b. Required readings
    c. Student-conducted interviews
    d. Guest speakers
    e. Group discussion
    f. Symposium
2. To improve decision-making skills
    a. In-basket exercises
    b. Group discussion
    c. Brainstorming
    d. Group exercises
    e. Case studies
3. To explore personal attitudes and values
    a. Forced choice activities
    b. Role playing activities
    c. Role processing
    d. Self exploration exercises

4. To develop resourcefulness
    a. Scavenger hunt
    b. Group games
    c. Field trips

5. To develop specific skills
    a. Demonstration
    b. Simulation
    c. Modeling
    d. Case studies

Axelrod, Drier, Kimmel, Korfhage, and Whitson (1976) have provided brief descriptions of several of these techniques. They are presented in the following chart:

Brainstorming

In brainstorming, participants spontaneously express their thoughts about a specific problem--it is a let-yourself-go session that calls for ingenuity and creativity in seeking a solution to a problem. Brainstorming is used to elicit both numerous and unique ideas.

Case Study

The case study provides a description of a realistic situation that the workshop participants are encouraged to consider and for which they resolve problems as if they were personally involved. There are numerous problem situations related to planning, implementing, and evaluating career guidance programs that can be presented to workshop participants.

Demonstrations

Demonstration is the procedure of doing something in the presence of workshop participants either as a means of showing them how to do it themselves or in order to illustrate a point. The workshop leader should be sure that the demonstration meets a necessary instructional need. The effectiveness of this instructional technique depends on the participants having a clear view of what is being presented.

Group Discussions

There are two basic types of group discussion--structured and unstructured. Structured group discussions are characterized by adherence to a topic or a problem for which the participants want to arrive at a decision or conclusion. This type of discussion is generally directed by the workshop leader.

Another type of discussion session provides for group discussion that moves freely and adjusts to the expressed interests of the participants. Unstructured group discussion should be conducted as informally as possible.

In-Basket

This technique is used to develop decision-making skills which focus on participants' abilities to set priorities and carry out tasks. Workshop participants are asked to assume the roles and responsibilities of specific staff members. They are provided written information in memo form about a number of tasks that they must complete. Workshop participants must determine which tasks they would attend to and in what order.

Role Playing

Role-playing is an instructional technique in which workshop participants assume roles other than their own. During the workshop, structured settings are described and participants have the opportunity to express feelings, work out problems, and experience other persons' roles.

The objective of a role-playing situation might be to suggest alternative solutions to a problem, to gain an understanding of another's feelings, or to gain an experience in new situations. The situation should be clearly presented to workshop participants.

Simulation

A simulation is a representation of significant or central features of reality that requires the workshop participants to become actively involved in an experience rather than merely witness it. Simulation is a broad term and includes many techniques such as in-basket, case study, and role-playing.

Symposium

A symposium consists of a group of brief presentations on various aspects of a particular issue or problem. Generally, after the prepared presentations, speakers participate in a panel discussion and/or answer questions raised by workshop participants.

Source: Staff Development in Drier, H. N.; Hartz, J. D.; and Stein, W. Rural America Series. Columbus, Ohio: Center for Vocational Education, Ohio State University, 1976, pp. 10-11.

Although most of the above techniques are commonly used in in-service and pre-service training, another technique mentioned in the training materials, role processing, will probably be unfamiliar to many readers. The role processing technique, developed by B. E. Jessee at the University of Missouri, Kansas City, represents a combination of role-playing and group process. It has a personal learning and communicative focus rather than therapeutic intent. In role processing, a prepared script is read by selected group members with the action frozen at the critical incident. The group is then divided into ego groups representing each actor. The groups discuss the situation and instruct the actors in how to role-play the situation to its conclusion. The actors return to the situation and role-play the group's instructions. The role processing technique appears to be a particularly valuable training method because it provides an opportunity to impact on the trainee through affective, behavioral, and cognitive channels. Readers interested in using the role processing lessons included in this guide can find more detailed instructions on its use in the Appendix.

Alternative Uses of the Lesson Plans

The following lessons have been developed for use in pre-service training:

Unit I - Orientation to Placement

Career Development

Lesson 1: Developing Life Roles

Lesson 2: Occupational Stereotypes

Lesson 3: Influences on Personal Career Development

History of Placement Services

Lesson 4: The Contribution of the Family to the Placement of Youth

Lesson 5: Government Intervention in the Placement Process

Lesson 6: The Impact of the School on Occupational Choice and Job Entry

Model Selection for School-Based Placement Programs

Lessons 7-8: Developing a Rationale for the Placement Program

Lesson 9: Factors to Consider in Model Selection

Lesson 10: Legal Factors in Model Selection

Lesson 11: Ethical Issues in Model Selection

Unit II - The Job Placement Process

The Placement Process

Lessons 12-13: Stages in the Placement Process
Lesson 14: Locating Placement Opportunities
Lesson 15: Tapping the Hidden Job Market
Lesson 16: Identifying Selling Strategies
Lesson 17: Analyzing Benefits
Lesson 18: Countering Employer Objections
Lesson 19: Developing Placement Opportunities on an Individual Basis
Lesson 20: Developing Placement Opportunities--Impact of Legislation
Lesson 21: Maintaining Placement Opportunities
Lesson 22: Research on the Placement Process

Individualizing the Placement Process

Lesson 23: Using Tests to Identify Student Interests and Abilities
Lesson 24: Problems in Using Test Results for Prediction With Individuals
Lesson 25: Self-Assessment Procedures
Lesson 26: Introducing Occupational Information
Lesson 27: Using Human Resources for Information
Lesson 28: Occupational Questions and Information Sources
Lesson 29: Interviewing the Vocationally Undecided Student
Lesson 30: The Role of Interviewer Bias in Individual Student Career Planning
Lesson 31: Developing An Individualized Placement Plan

Unit III - The Placement Program

Planning the Placement Program

Lesson 32: Needs Assessment in Placement
Lesson 33: Developing and Prioritizing Program Objectives
Lesson 34: Evaluating the Placement Program

Community Resources

Lesson 35: Identifying Community Resources

Lesson 36: Working With Community Resources

Lesson 37: Exploring Community Resources

Advisory Committees

Lesson 38: The Advisory Committee and the Placement Program

Staffing the Placement Program

Lesson 39: Staffing the Placement Program

Lesson 40: Involving the School Staff in the Placement Program

Student Involvement

Lesson 41: Involving Students in the Planning and Operation of the Placement Program

Lesson 42: Increasing Student Involvement

Unit IV - Resource Materials

Identifying and Selecting Resource Materials

Lessons 43-44: Identifying Placement Materials

Lesson 45: Evaluating and Selecting Placement Materials

The Placement Resource Center

Lesson 46: Effective Use of Placement and Career Education Materials

Unit V - Meeting the Placement Needs of Special Target Groups

Lesson 47: Incorporating the Needs of Special Populations in the Placement Program

The Disadvantaged

Lesson 48: Designing Placement Programs for the Disadvantaged

Lesson 49: Community Programs for the Disadvantaged

Lesson 50: Special Needs of the Disadvantaged

Women

Lesson 51: Examining Sex Role Stereotyping

Lesson 52: The Working Woman

Lesson 53: Meeting the Vocational Education Needs of Women

Lesson 54: Legal Implications

The Handicapped

Lesson 55: Developing Answers to "Problem Questions"

Lesson 56: The Experience of Being Handicapped

Lesson 57: Prescribing an Education Plan for a Handicapped Student

Lesson 58: Modifying a Vocational Course for Handicapped Students

In general, the time frame within which the proposed lesson can be taught is the average class hour. In some instances, however, a lesson can be expanded to encompass several class sessions. These lessons are clearly designated in the text. Also, follow-up activities and possible follow-up class sessions are included at the end of several lessons. These can be used to expand a topic area as necessary or desired.

Each of the lesson plans has been prepared according to the following format:

- Student Objectives
- Preparatory Activities
  - Instructor Preparation
  - Student Preparation
  - Materials Needed
- Class Activities
- Optional Follow-Up Sessions and Assignments

The use of student objectives allows the instructor to review all the lesson plans and from these select those objectives which are most compatible with the course goals.

Developing a Course Outline

The number and variety of lessons included provide a great deal of flexibility for their use in pre-service training. The lessons may be used in conjunction with an existing course in the areas of career education or career guidance. In integrating placement into an ongoing course, the instructor may select lessons from several units or use a particular unit, e.g., the placement process, depending on the background of the students and the goals of the course. The lessons are also designed to provide sufficient content for an entire course on the topic of job placement. Based on a sixteen week semester, the following course outline suggests one approach to course development:

Week 1 - Career Development

Week 2 - History of Contemporary Placement Services

Week 3 - Model Selection for a Placement Program

Week 4 - The Placement Process: Overview and Locating Opportunities

Week 5 - Securing Placement Opportunities

Week 6 - Maintaining and Developing Placement Opportunities

Week 7 - Individualizing the Placement Process: Identifying Student Career Objectives

Week 8 - Individualizing the Placement Process: Developing an Individualized Plan

Week 9 - Planning the Placement Program

Week 10 - Involving the School Staff and Students

Week 11 - Involving the Community

Week 12 - Selecting Resource Materials

Week 13 - Meeting the Needs of the Disadvantaged

Week 14 - Meeting the Needs of Women

Week 15 - Meeting the Needs of the Handicapped

Week 16 - Research on the Placement Process

If a standard three credit course is offered, three lessons in each of the topical areas can be selected, with the exception of weeks eight and sixteen where one lesson can be used for the entire week's activities (see Lessons 31 and 22 respectively).

Job placement can also be taught through a weekly seminar series approach. In this situation, the students would be involved in a field work assignment where job placement activities are performed, such as a public agency or a school setting. The field experience could be used as a backdrop for the weekly class discussions. Lessons could be integrated into these discussions as appropriate using a course outline such as the preceding one.

Sample course planning sheets have been included on the following pages. The instructor is urged to use sheets such as these when developing the course, module, or seminar to be offered in job placement. The planning sheets can help the instructor select lessons which reflect a variety of teaching strategies and a balance in the preparatory activities required of the student and instructor. They can also be used to prepare a course syllabus for the class. The first class session is completed to illustrate how these sheets may be used.

Course Planning Sheets - Page 1

Class Session	Date	Topic	Description of Class Activities
Example: (1)	9/7/78	Career Development	Lesson 2/Group Exercise

Course Planning Sheets - Page 2

Class Session	Instructor Preparation	Student Preparation	Materials Needed
Example: (1)	Prepare Occupational Slips	None	Occupational Description

Teaching the Units

Each of the units which follows reflect somewhat different instructional goals and, as a result, different suggestions for student involvement and evaluation. For example, the emphasis in Unit I is on acquiring necessary background information; correspondingly, a heavier requirement of background reading is included. In contrast, Unit IV stresses materials identification and selection. The development of student resourcefulness and critical evaluation skills are encouraged in this unit through an emphasis on field assignments. Because of these differences across units, separate directions have been included for teaching each of the units. These instructions and suggested methods for evaluating student performance are discussed at the beginning of each unit.

UNIT I - ORIENTATION TO JOB PLACEMENT

Career Development

History of Placement Services

Model Selection for School-Based Placement Programs

ORIENTATION TO JOB PLACEMENT

The plight of the worker during the Industrial Revolution provided the stimulus for the development of vocational education, vocational guidance, and placement services in the schools. Although vocational education and guidance have become major disciplines in their own right, placement has received only cursory attention at best. The last decade, however, has witnessed an increasing demand for school-based placement services.

The structure of the work force, the methods involved in entry, the pathways traveled by individuals, and the role of occupation in an individual's life, have all changed dramatically since the turn of the century. The concept of placement as a simple matching of an individual with an opportunity is no longer appropriate. Those individuals who will be providing placement assistance to people need training in the skills and knowledge required to be effective in our contemporary society.

The lessons included in this unit are designed to acquaint students with the major issues which surround school-based placement services. The student is helped to define the scope of placement services in a career education context. Based on this definition they are led to an examination of the rationales which have been advanced for school-based placement, the models which currently exist, and the ethical and legal variables affecting placement.

Teaching the Unit

Because the intent of this unit is to provide students with basic background information, the suggested student reading assignments are somewhat more lengthy than in subsequent units. The student is urged to use this background information and personal experience to identify the major factors which influence personal career development and placement. The contribution of the family, school, and community to career development are explored. Students are also encouraged to use this information as the basis for the development of a rationale for school-based placement programs and the selection of an appropriate model for such programs. The three major readings for Unit I in the companion textbook highlight several of the controversies surrounding school-based placement programs. The instructor is urged to explore these controversies with the students in class discussions.

Because of the informational format of this unit, paper-and-pencil testing of student comprehension may be used appropriately here. An essay exam may be prepared for administration following the unit. Among the possible questions which may be included on this exam are:

1. Discuss three possible rationales for the school's involvement in the provision of job placement services.

2. Describe four ways in which the family contributes to the placement of youth.

3. Identify three government agencies which provide placement assistance to job seekers.

4. What are two effects of Equal Employment legislation on the labor market?

5. Identify (a) a school guidance practice, (b) an extracurricular activity, and (c) a school policy which promotes individual career development.

6. Discuss the differences in goals between an employment exchange model for placement and a client-centered model. How do these goals compare with those of an advocate model for placement?

7. What type of placement model is typically found in:

   a. college placement centers
   b. programs for the handicapped
   c. a Job Service office
   d. a private employment agency

8. Name three pieces of recent legislation which effect the provision of school-based job placement services.

Additional questions may also be included depending on the emphasis found in the class discussions.

CAREER DEVELOPMENT

Lesson 1 Developing Life Roles

Prepared by Susan Kosmo

Student Objectives

1. *The student will be able to describe the interrelationship among various adult roles (occupational, familial, civic, and avocational) and how decisions concerning one life role may affect the options available for the performance of other life roles.*

2. *The student will be able to describe how sex role stereotyping has contributed to the priority placed on the different life roles by males and females.*

Preparatory Activities

Instructor Preparation:

Duplicate: Attachment/Lesson 1 in sufficient quantity to allow one copy per student.

Review: Several books in the popular press deal with the changing importance of various roles across the life span. Some of these which you may consult include:

Passages by Gail Sheehy,

Working by Studs Terkel, and

The Feminine Mystique by Betty Friedan.

Many biographies also include a description of the role conflicts which individuals have confronted.

Student Preparation: None

Materials Needed:

Sufficient copies of Attachment/Lesson 1 to allow one copy per student

Class Activities

Self-Exploration
Exercise
Small Group Discussion

1. Complete Attachment/Lesson 1: 15 minutes

   Instruct the students to spend ten minutes listing all of the major roles they currently perform in each of the designated areas. For example, under familial they may include spouse, parent, roommate, son, daughter, etc. Homemaker has been included on all students' forms to cover all the responsibilities involved in answering self care needs, e.g., preparing meals, maintaining a residence, washing clothes, etc.

   After completing the role categories, take five minutes to have the students compute the percentage of their waking hours spent in the performance of each of the roles listed.

2. Small Group Discussion: 20 minutes

   a. While the students are completing the attachment, write the following discussion questions on the blackboard:

      1. Are there any consistent patterns of change between the time spent performing various life roles in high school and currently (e.g., is more or less time spent on family responsibilities)?

      2. Are there differences in the proportion of time spent performing the various roles for males and females?

      3. Are there roles which seem to fit more than one category (e.g., gardener)?

      4. Could a person develop a career which was unrelated to the occupation s/he held or job s/he performed?

   b. Break the class into groups of six to eight students to review the profile sheets.

   c. Have each group discuss each of the above questions and select a recorder to report their observations to the class as a whole.

3. Summary of Group Discussions: 15 minutes

   a. Have each recorder briefly summarize his/her group's observations.

   b. Discuss consistencies among groups.

c. Emphasize that a major implication of this exercise for placement personnel is the need to consider a person as a whole. Occupational selection and job choices are influenced by other life roles and cannot be understood in isolation from these other roles.

Attachment/
Lesson 1

Life Roles

	Roles performed during last year of high school	% of waking hours	Roles Currently Performing	% of waking hours
Familial	Homemaker			
Occupational				
Civic/Religious				
Avocational				

CAREER DEVELOPMENT

Lesson 2

Occupational Stereotypes

Prepared by John Hartz

Student Objectives

The student will be able to describe the effect of social attitudes on occupational and job choice.

Preparatory Activities

Instructor Preparation:

Prepare a separate slip of paper or 3" by 5" card for each of the following names and occupations:

Jack Reel - A truck driver from Washington

Joan Smith - An unemployed recent anthropology graduate from Radcliffe

Owen Harmon - A hippy traveler

Joe Schmidt - A plumber from Milwaukee

Mario Bono - A priest from a small parish in Pennsylvania

Elaine Stuart - A secretary from Cleveland

Mike Blast - A linebacker for the Kansas City Chiefs

Ethel Roe - A grandmother from Connecticut

Susan Star - A movie actress from Los Angeles

Janet Rowe - A housewife from Atlanta

George Martin - A doctor from Detroit

Alice Pager - A teacher from Denver

Douglas Pike - A banker from New York

Mary Worth - A lawyer from a small town in Mississippi

Student Preparation: None

Materials Needed:

The slips of paper containing name and occupation

Class Activities

Group Exercise
Discussion

1. Divide the class into groups of equal size (from six to eight members). Give each person a slip indicating name and occupation.

2. Read the following instructions:

   "You are survivors in a life raft. You were all headed to Hawaii when your plane crashed. You are the sole survivors. Your raft was only designed to carry _____ (two or more less than the number of people in each group). The sea is raging. Waves are washing into the raft. Regardless of whether the storm abates you will sink in twenty minutes unless you throw two people out. There is no other recourse. Fight for your life--but reach a decision on who should go.

   After 20 minutes stop the action. Ask each group to report who they threw overboard and why.

   Make a list on the board.

3. Discussion questions:

   a. Did any of you wish that you had been assigned one of the roles someone else was assigned? Why? Was it harder to make up a good rationale for saving some passangers rather than the others?

   b. Were there similarities among groups as to the individuals eventually selected for survival?

   c. How did it feel to be "thrown out"?

   d. What can be learned from this experience?

CAREER DEVELOPMENT

Lesson 3 Influences on Personal Career Development

Prepared by Susan Kosmo

Student Objectives

The student will be able to delineate the personal influences affecting his/her career development.

Preparatory Activities

Instructor Preparation:

At the previous class assign the exercise included in Attachment/Lesson 3.

Student Preparation:

Complete the following exercise prior to class:

"The Road Not Taken"

Materials Needed: None

Class Activities

Student Interviews Discussion

1. Student Interviews

Pair up the students. You may suggest that they pair up with the person sitting in the row in front or behind themselves to lessen the chances of the two students being good friends.

Have pairs spend 30 minutes interviewing each other concerning the factors which influenced each other's career development. Encourage them to divide the time evenly between themselves. The interviews should focus on the factors the individual considered in arriving at the various decisions and the amount of influence exerted by significant others (e.g., parents, peers, spouse, etc).

2. Class Discussion: 20 minutes

   a. Develop a list on the blackboard of the people who influenced the various decisions which were made. Include a description of the relationship of the person to the student and the way in which the person assisted in the decision. For example:

      friend - told person of job opening

      uncle - enjoyed his job as a ________

   b. What were some of the other factors which influenced the decisions (e.g., money, interest in moving to another part of the country, need for a change)?

   c. How much does chance affect the decisions or the alternatives available? When are chance factors most likely to operate (e.g., when the student does not have a specific goal, etc)?

   d. Compare the factors which influenced choices made in high school with those made later in life.

   e. What are some of the implications of these observations for the development of placement programs?

Attachment/
Lesson 3

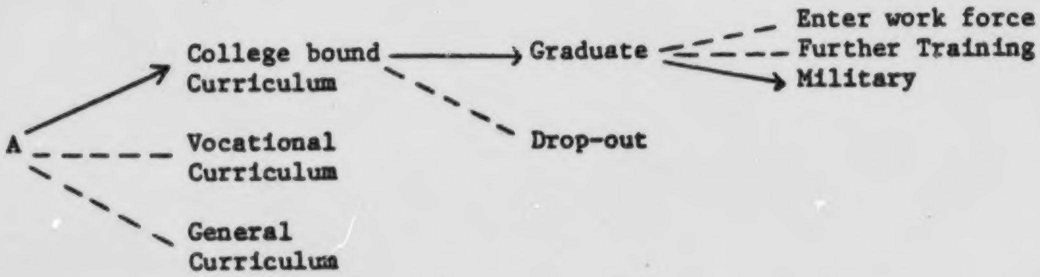
"The Road Not Taken"

Prepare a career pathway diagram based on your personal experience. The pathway will be described as the series of placements you have pursued in arriving at your current "career role."

Begin the activity by defining your current career role. You may want to review Lesson 1 to make this selection.

Identify the various placements that you have pursued in preparation for this role. Also include a description of the available alternatives you did not select at each decision point. The following chart presents an example of the form this exercise can take.

Current career role: ____


A
College bound Curriculum
Vocational Curriculum
General Curriculum
Graduate
Drop-out
Enter work force
Further Training
Military

HISTORY OF PLACEMENT SERVICES

Lesson 4 The Contribution of the Family to the Placement of Youth

Prepared by Susan Kosmo

Student Objectives

1. *The student will be able to describe several ways in which the family influences personal career development.*
2. *The student will be able to suggest methods for involving family members in student placement programs.*

Preparatory Activities

Instructor Preparation:

Review: "History of Contemporary Placement Services" in Orientation to the Job Placement Process.

Student Preparation:

Read: "History of Contemporary Placement Services" in Orientation to the Job Placement Process.

Materials Needed:

Large sheets of plain paper
Several magic markers
Masking tape

Class Activities

Brainstorming Exercises

1. Brainstorm Exercise 1:

Divide the class into groups of eight members each. Select a recorder for each group and pass out paper and markers to the recorders.

Instruct each group to spend 15 minutes identifying all the ways in which a young person's family may have an effect on his/her eventual entry and success within a specific occupational role. Encourage the groups to use a broad definition of career development.

The recorder would list all the ways mentioned by the group members.

After 15 minutes have the recorder from each group read the group's responses. Tape the sheet from each group on the blackboard.

2. Summarize the findings of the various groups by compiling a summary list of the variables identified. Among those which may be included are:

   a. the values the family has inculcated in the person regarding the importance attached to work, its priority in the person's life, the desirability of various intrinsic and extrinsic rewards

   b. the contacts the family has in the labor market

   c. the attitudes the family has toward education

   d. training the family has provided in work-habit type skills

   e. sex role stereotypes and occupational stereotypes held by family members

   f. information sources and models provided in the family

   g. financial resources of the family

3. Brainstorm Exercise 2:

   Have the groups re-assemble. This time instruct them to spend 15 minutes discussing the implications of these findings in designing school-based placement services. Each group should come up with at least three suggestions for ways in which the family could become involved in the school's placement program.

4. Have each recorder report the suggestions made by the group.

HISTORY OF PLACEMENT SERVICES

Lesson 5 Government Intervention in the Placement Process

Prepared by Susan Kosmo

Student Objectives

1. *The student will be able to delineate several governmental practices and policies which have a direct impact on the placement process.*
2. *The student will be able to describe the interrelationship of contemporary work values and the availability of jobs.*

Preparatory Activities

Instructor Preparation:

Review: "History of Contemporary Placement Services" in Orientation to the Job Placement Process.

Duplicate: Sufficient copies of Attachment/Lesson 5 to allow one copy per person.

Student Preparation:

Read: "History of Contemporary Placement Services" in Orientation to the Job Placement Process.

Materials Needed:

Copies of Attachment/Lesson 5

Class Activities

Group Discussion

1. General discussion: 15 minutes

Have the class examine all the ways in which the government affects the structure of the labor market and the placement process. In a totally free enterprise system there would be no government control over who was hired, how people were trained, or what wages or benefits were received. Such decisions would be negotiated strictly between employers and employees. The situation in contemporary society is radically different. The ways in which the government intervenes may be classified under several headings. Place the following categories on the board and ask the students to identify relevant government practices:

Regulations which have an impact on the labor market	Services provided which have an impact on the job placement process	Practices which promote opportunity development

Encourage the students to take a broad perspective. For example, the following might be mentioned under each of the categories:

A. Regulations

1. Child labor laws/Retirement laws
2. Certification procedures/Occupational licensure requirements
3. Equal opportunity legislation
4. Laws supporting the formation of unions
5. Minimum wage laws
6. Regulations concerning training to which GI Bill can be applied
7. Social Security regulations

B. Services

1. Agencies such as the Job Service, Division of Vocational Rehabilitation, and Veterans Administration
2. Programs such as WIN, National Alliance of Businessmen, and Job Corps
3. Scholarships and loans
4. Grants for special vocational guidance projects or for use as seed money
5. Federal and state financial support of vocational education

6. Career education legislation
7. Tax exemptions for training costs, membership fees, tools, etc.
8. Assistance through Small Business Administration
9. Cabinet posts such as Labor and Education

C. Opportunity Development

1. Expanding and contracting the size of Civil Service in general as well as particular occupational groups within it
2. Economic policies for stimulating business
3. Loans to Penn Central, Boeing, etc.
4. Public service advertising, such as "Hire the Handicapped"

2. Small Group Exercise: 20 minutes

After the general discussion, break the class into small groups of from six to eight students.

Pass out copies of Attachment/Lesson 5 and ask each group to follow the directions on the sheet.

3. Summary of Small Group Exercise

Have each recorder report on the conflicts noted by his/her group and the suggestions offered for resolving these conflicts.

Summarize these on the blackboard.

What are the implications of these observations for educators and placement personnel (e.g., do they need to see a more activist role for themselves)?

Attachment/
Lesson 5

Work Values and the Availability of Jobs

A. The following trends have been noted in contemporary American society:

1. In our culture, occupational role is the major indicator of social status. As a result, our culture values occupational advancement and professional status and encourages young people to aspire to these goals.

2. As lower-order needs for food, clothing, and shelter have been achieved by many (and can at times be achieved without working through welfare, inheritance, or dependency on others), people have looked to a work role to answer higher order needs such as esteem, belongingness, etc. For example,

   Based on his interviews with people in over 120 occupations, Terkel in his book Working, has commented that:

   > "[Work] is about a search, too, for daily meaning as well as daily bread, for recognition as well as cash, for astonishment rather than topor; in short, for a sort of life rather than a Monday through Friday sort of dying. Perhaps immortality, too, is part of the quest. To be remembered was the wish, spoken and unspoken of the heroes and heroines of this book."

3. Individuals have frequently made family, civic, and avocational roles subservient to the work role.

4. Worker dissatisfaction is prevalent.

5. Increased numbers of people are demanding that social, legal, institutional, and architectural barriers to their participation in the work force be removed.

6. Accelerated change has made job obsolescence more common.

B. Given the values which our culture and individuals within it hold toward work, consider the following quote:

> ". . . the number one human resource problem in the United States today (is) the shortage of jobs which match the educational attainment and vocational aspirations of our labor force."[*]

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[*] Best, Fred and Stern, Barry. "Lifetime distribution of education, work, and leisure: Research, speculations and policy implications of changing life patterns." George Washington University; Institute for Educational Leadership, December, 1976, p. 11.

C. Select a recorder for your group.

D. Discuss:

1. What conflicts exist among these statements? For example, shortage of jobs versus increased demands to participate, smallest percentage of jobs available are in professional fields yet highest values are accorded to such employment, etc.

2. Consider the following role play situation. The President has just formed a task force to formulate strategies for developing greater congruence between what individuals expect from participation in the labor force and the rewards available for participation. Consider the following questions:

    a. What methods might be used to modify individuals expectations regarding work so that they might conform more closely to what can actually be delivered in the market place. If individual's values toward work are changed, what effects might this have on the labor market (e.g., lack of ambition)?

    b. How could the opportunity structure or market place be modified to allow individuals to receive the rewards they expect from work?

3. After 20 minutes, the recorder will be prepared to report on the suggestions your group developed.

HISTORY OF PLACEMENT SERVICES

Lesson 6 The Impact of the School on Occupational Choice and Job Entry

Prepared by Susan Kosmo

Student Objective

The student will be able to explain the ways in which a person's educational experience impacts on subsequent choice of an occupation and entry and success within it.

Preparatory Activities

Instructor Preparation:

Review: "History of Contemporary Placement Services" in Orientation to the Job Placement Process.

Duplicate: Sufficient copies of Attachment/Lesson 6 to allow one copy per student.

Student Preparation:

Read: "History of Contemporary Placement Services" in Orientation to the Job Placement Process.

Materials Needed:

Copies of Attachment/Lesson 6

Class Activities

Case Study Discussion

1. During the first five minutes, ask each student to recall his/her high school years and identify a school experience which had a positive effect on his/her later career development or job adjustment and one experience which had a negative effect.

2. Divide the class into groups of eight to ten students. Pass out the copies of Attachment/Lesson 6 and appoint a discussion leader and recorder for each group.

3. Case study: Allow the groups to spend approximately 25 minutes responding to the hypothetical situation.

4. De-Briefing: While the students are discussing the situation, place the following diagram on the blackboard:

	Guidance Practices	Curriculum	Extra-curricular Activities	School Policies
Job Adjustment				
Career Development				

Use the remainder of the time to have the class as a group fill in each of the cells based on their discussion.

5. Emphasize at the end of this class that the practices and policies of the school and its staff have a direct impact on the career opportunities eventually available to students.

School Practices and Their Effect on Career Development

You have just been hired to design an experimental private high school for a city with a population of 350,000. The purpose of the school is to improve the career preparation of students such that (1) their subsequent "adjustment" to the labor force is improved, and (2) they are able to achieve an occupational role compatible with their skills and abilities regardless of sex, race, handicapping condition, etc.

The school board which has hired you for the position has urged that you not be overly creative in your efforts for fear that parents and the community would not support the endeavor. They have asked rather, that you begin by examining the current high school curriculum, extracurricular activities, guidance services, and school policies as to their compatibility with the previously mentioned goals.

They would like you to submit a report at their next meeting which includes:

1. A listing of current school practices, activities, curricula, and guidance practices which contribute to later job adjustment and recommendations for modifying those practices which are not compatible with later job adjustment; and

2. A listing of current school activities and policies which promote the development of individual career potential and recommendations for modifying those which do not.

Develop the above report to present to the class.

MODEL SELECTION FOR SCHOOL-BASED PLACEMENT PROGRAMS

Lessons 7-8* Developing a Rationale for the Placement Program

Prepared by John Hartz and Susan Kosmo

Student Objectives

1. *The student will be able to articulate a rationale for a school-based placement program.*
2. *The student will be able to describe the shared goals of career education, career guidance, and placement.*

Lesson 7

Preparatory Activities

Instructor Preparation:

Review:
1. The "Introduction" in Orientation to the Job Placement Process.
2. Guidelines for using role processing techniques in the Appendix of this guide.

Duplicate:
1. Six copies of script. See Attachment/Lesson 7.
2. Sufficient number of copies of Attachment/Lesson 8 to allow one copy per student.

Select: The six students to portray each of the characters.

Student Preparation: None

Materials Needed:

Six scripts
Copies of Attachment/Lesson 8

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*The teaching of this topic will likely require two class sessions, therefore, lessons 7 and 8 are combined.

Class Activities

Role Processing

1. Review with the class the basic procedures which are followed in role processing. Assign the characters to the students you have selected and identify the "ego-groups" for each character (See Appendix).

2. Set the scene and read the character descriptions to the class.

3. Enact the script.

4. After the script is complete, each character should meet with his/her ego group and decide how that character should approach the next encounter with the group. The group should identify the basic issues and arguments as well as any areas in which the characters may share common goals.

   Allow this discussion to continue until about 10 minutes prior to the end of class.

5. At that point, have Jack Straight read the following statement: "I have just been informed by the State Department of Public Education that each school district will have to submit a plan for providing placement services to all students during the next year.

6. Bring the groups back together as a class and distribute copies of Attachment/Lesson 8 to each student. Explain that the attachment contains some of the basic rationales offered for initiating school-based placement services. It also contains discussion questions for each of the arguments offered.

   Assign each student responsibility for reading the introduction in Orientation to the Job Placement Process and reviewing Attachment/Lesson 8.

   Explain that at the next class the six characters will be reassembled to develop a plan for providing placement services to students. Each character, however, must try to lobby for his/her personal interests in the scope and direction these services will take. They will be given 15 minutes to discuss possible strategies with their ego group prior to meeting with the other characters.

Lesson 8

Preparatory Activities

Instructor Preparation: None

Student Preparation:

Read: The "Introduction" in Orientation to the Job Placement Process.

Review: Attachment/Lesson 8.

Prepare: A description of the position your character would likely assume at the next meeting.

Materials Needed: None

Class Activities

Role Processing

1. During the first 15 minutes, allow each actor to meet with his/her ego group and develop a strategy for approaching the next staff meeting.
2. Have the actors return to the scene and improvise the next staff meeting. Allow approximately 20 minutes for this improvisation.
3. Stop the action and summarize what has taken place.
    a. Identify which rationales were easiest to defend and why.
    b. Have the actors comment as to what types of statements were most likely to make them feel defensive and why.
    c. What are some of the implications of this experience for those people involved in developing a rationale for school-based placement programs?

Attachment/
Lesson 7

"Cake and Moths"*

SCENE

It's late summer. Several teachers, a counselor and the principal of a new school are visiting around a table in heavy discussion--in preparation for the new year. The school is located in a middle-sized city in the Midwest. The city is relatively conservative but growing. The new high school district was created out of parts of two other districts where the schools had become over crowded. The teachers and counselors had been employed at other schools in the city. The principal has been newly hired.

CAST

Jack Straight. Jack is the new principal. He used to teach history and coach but left education for business. He missed it so went back to school to get a masters in Educational Administration. This is his first administrative job. Jack wants to do well. He's a climber.

Harvey Woodburner. Harvey is a shop teacher. He dresses very conservatively. He prides himself in having all ten fingers. He also prides himself in the fact that during his twelve years of teaching woodwork over the hill no one had an accident. Some say Harvey's a workaholic. He has his own construction company (which is doing very well) in addition to teaching. His teaching actually costs him money. But, he believes it's important. He says, "I try to instill the work ethic. People just don't take pride in their work anymore. It's my job to help turn things around." Despite his taciturn nature and his strictness the kids seem to like him.

Joe Rap. Joe is a counselor. He's a fashion plate. He's a former jock, comes from a wealthy background and drives a Jag XKE. He worked at the inner city alternative school. He prides himself in being able to "rap" and relate with anyone. As he sees it, kids have more problems today than ever before and with the breakdown in the family they need someone to talk things over with. And they need help solving their problems. Or as he puts it, "Someone's gotta help them get their s--- together. Someone's gotta help them get their heads on straight."

Myra Pratt. Myra's an English teacher. This is her second year of teaching. She graduated Phi Beta Kappa in Anthropology but decided she wanted to teach so went back and got an MAT in English. She's not just a brain, she's beautiful even though she tries to hide it. She's a free thinker. She sees her role as using literature to help students search for a deeper meaning to life--to search for truth, beauty and love.

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*Developed by John D. Hartz, Wisconsin Vocational Studies Center, May, 1977.

Annie Greenspring. Ann teaches office practice. She has for almost twenty years. Annie's liberated. Her husband is not. She belongs to most movements and is very active in community affairs. She's a tough teacher. She gets results. However, she constantly pushes her "young women" to try for more. She tells them, "typing and office skills are great but being a secretary is for losers, unless you use the job as a means for better things."

Marvin Goodbody. Marvin is a social science teacher and coach. He was an assistant coach over the hill and has just been promoted. Marvin's tough but quiet. He just completed his M.A. in Social Studies, enjoys teaching and love's coaching. He's married, has four children and hopes to stay in the community till he retires. He has no aspirations to become a counselor or adminstrator. He knows he's good at what he does and he likes it.

SCRIPT

Jack - I called this meeting . . .

Joe - (interrupting, addressing Marvin) Hea baby, how's your golf game?

Marvin - (scowling) Not good!

Joe - I'm . . .

Harvey - (interrupting, addressing Joe) Hey clown, would you knock it off. I'm not here to listen to you talk about your silly games.

Joe - Harvey you know what they say about all work and no play . . . well you're living proof.

Harvey - Well, I work for a living and I'm proud of it. I don't have a big sugar daddy to buy me little kid's cars.

Jack - O.K. let's get down to work. I called this meeting because I've just met with Mr. Jim Gold, the new president of our school board. Jim is very serious about his position and concerned with what kind of educational program we're setting up here. He's been doing some reading on current educational practices. Let me read you what he handed me.

Joe - Why don't you just hand it out. We can read it at home. I'm kinda in a hurry.

Harvey - Knock it off. Joe, let's listen and get down to work . . . then we can go.

Jack - I've only got this one copy and it's short, so let me read it please.

First and foremost, we find student-expressed need for help with career planning in sharp contrast to the amount of help students feel they have received. This discrepancy is reflected in what students have (and more often, haven't) done to prepare for the difficult career decisions they face. Lack of knowledge about the world of work and the career planning process also testifies to their need for help. Considered together, we believe these three vantage points for viewing student career development provide a consistent and dismal picture. If we were speaking of physical development rather than career development, we would describe American youth as hungry, undernourished, and physically retarded.

O.K. That's what he read me and he asked me what we planned to do about it here at Progressive High. And I really didn't have much of an answer but I assured him that we would set up a program so that the same would never be said about our students. That's why I called this meeting. You're all experienced teachers in this system. I want to call on your experience; I want to find out what you did at the schools where you were.

Myra - Well, I for one did nothing. It's not the job of the school to prepare people for work. Anyway, job preparation certainly has nothing to do with teaching English. That's vocational education. Talk to Annie and Harvey.

Annie - Well, I certainly disagree with you. It is the job of the school. It's about time we teach our young women more about the job market and less about the supermarket.

Harvey - I don't buy the lib stuff, but I've always tried to stress work values in my class.

Joe - I'll bet you do. Frankly, work is not where these kids have their heads. They'll have enough time to worry about it later.

Harvey - That's easy for you to say. You've never done an honest days work in your life.

Joe - Harvey, if you were more in tune with the times I'd let what you say bother me. But you're not. And if you think dealing with the problems that kids have isn't work, you're more out of step than I thought you were. Kids have enough to worry about from day to day without creating a hassle about what they're going to do in the future.

Myra - The function of education is to expose them to the wisdom of the ages, to help them search for truth, beauty . . . Or as John Boyle O'Reilly put it:

> Let me dream as of old by the river,
>   And be loved for the dream always;
> For a dreamer lives forever,
>   And a toiler dies in a day.

Annie - Garbage, we've got to help them survive. We've got to teach them to deal with reality--provide them with what's practical.

Myra - Well the world of work is all around them. They can learn about that from their parents, T.V. and so on.

Harvey - That's what's wrong. They learn about it in the wrong places. People don't value work anymore. They don't see the dignity in it.

Joe - Dignity hell. There's nothing dignifying in alot of the work I've seen.

Harvey - Seen but not done.

Marvin - I'm not sure we're not jumping the gun. I heard a talk at school about career education and if I remember right, the guy wasn't just talking about preparation for paid employment. He was talking about relevance, about preparation for all of life's roles.

Myra - Well, that quote dealt with the world of work. . . paid employment. And I'd give up teaching before I'd turn my class into a business English class.

Harvey - It'd probably do them more good.

Jack - You people are not helping. We are going to institute some efforts, some program. I want to know what and how.

Joe - Why not hire a vocational counselor. He (pause). . ., I'm sorry Annie, she could test 'em and tell 'em.

Jack - I have done some reading, not much on career guidance programming and it certainly is more than testing and advising.

Joe - I know but we have too many problems to deal with. So many--I haven't kept up much with the vocational guidance stuff.

Harvey - Too bad, I was hoping we'd get someone here to help kids with their post high school plans. Instead, we've got another shrink.

Annie - How about a class in occupations? Co-ed of course.

Marvin - That went out with high button shoes, there's more to it than that.

Myra - (sarcastically) Why not just send them to the Job Service?

Annie - (enthusiastically) Better yet, why not set up our own job placement service here at school.

Harvey - That's not a bad idea.

Marvin - I think it's a poor idea. We'll be just duplicating what they're doing. Besides, who would take care of it?

Jack - Part of our problem is that we have to do something about this career problem but we've got to do it without any increase in budget. I really think we need to do some homework and then meet again.

Joe - (Looking at Harvey) He's really sawing into our summer, isn't he?

Harvey - (sarcastically) Funny.

Jack - O.K. How about it if Marv and I do some reading and consult with people on career education. Myra and Joe can check out career guidance and Harvey and Annie, career placement. Then we can meet in two weeks to see how to integrate the three and decide on what to adopt.

FREEZE

Attachment/
Lesson 8

Possible Rationales and Discussion Questions Concerning School-Based Placement Services

The following statements have been offered in support of school-based placement services. Consider the logic of each of these arguments:

1. High youth unemployment.

   a. What, if any, contribution has the school made to this situation?

   b. Will revision of the school's program and practices have an effect on this?

   c. Should the employment rate of former students be used as a measure of the success of the school program?

2. Need for developing greater accountability in education.

   a. Will a job program improve the school's career education program? How?

   b. Are the goals of career education, career guidance, and job placement programs compatible?

   c. Do placement services serve as a rubber stamp of the "status quo" in the labor market? Do they place the school in the role of "occupational salesmen"?

   d. If the attention placed on job placement services is made equal to that given placement in higher education, will this be beneficial or detrimental to students?

3. Students need to develop more effective job-getting and keeping skills as individuals encounter frequent instances throughout their lifetimes when they need to seek a new placement because of choice, chance or necessity.

   a. Should the school be the setting in which students receive training in these skills? Why or why not?

   b. Can training in effective job-getting, including training in interviewing, filling out applications, preparing resumes, etc., be incorporated into the existing curriculum.

4. Whether the school wants the responsibility or not, it has become the occupational gatekeeper in our society.

   a. What effects will the acceptance of a responsibility for providing placement services to students have on the school's gatekeeping function?

   b. Why can't the Job Service assume complete responsibility for job placement of all citizens, including students?

   c. What implications does this gatekeeping function have for the design of school-based placement services?

MODEL SELECTION FOR SCHOOL-BASED PLACEMENT PROGRAMS

Lesson 9 Factors to Consider in Model Selection

Prepared by Susan Kosmo

Student Objectives

1. *The student will be able to identify the major factors which must be considered in model selection.*
2. *The student will be able to identify how his/her personal values influence the priorities s/he attaches to various decisions in a placement program.*

Preparatory Activities

Instructor Preparation:

Review: "Models for School-Based Placement Services" in Orientation to the Job Placement Process.

Student Preparation:

Review: "Models for School-Based Placement Services" in Orientation to the Job Placement Process.

Materials Needed:

Overhead projector
Transparencies of Attachments A & B/Lesson 9
Transparency marking pen

Class Activities

Lecture or Discussion In-Basket Exercise

1. Lecture or Discussion: 15 minutes

Either through use of a prepared lecture or through class discussion, summarize the following topics:

a. Differences in orientation among:

   - the labor-exchange model,
   - the client-centered model, and
   - the advocate model.

   Include a discussion of the types of outcomes associated with each model, the types of services typically included, and the types of learning experiences available to students within each model.

b. Identify the types of models used in:

   - private employment agencies,
   - public service programs for the disadvantaged,
   - programs for the handicapped,
   - college placement centers, and
   - the Job Service.

c. Discuss the benefits and drawbacks of using each of the models in a rural, urban, or suburban setting.

2. In-Basket Exercise #1: 20 minutes

   a. Present transparency of Attachment A on overhead projector and allow students five minutes to respond to the task.

   b. After five minutes, ask students to indicate by raising their hands, how many selected "graduates of vocational education" as a target group. Have a student who selected this group describe his/her reason for the selection. Proceed in a similar manner through the entire list. Total the number of students selecting each group as you proceed.

   c. After all the results have been tabulated, ask the students to identify what type of model would be most appropriate for use with each target group and why.

3. In-Basket Exercise #2: 15 minutes

   a. Present transparency of Attachment B on overhead projector.

   b. Based on the target group selected most frequently in exercise #1, ask the students to rank the types of placements which they would pursue for the group in order of priority. (For example, if the group had chosen the disadvantaged as a target group, they may rank cooperative and work experience placements as #1, part-time employment as #2, etc.)

   c. Discuss the results of this process.

   d. Time permitting, repeat the process for the other target groups.

4. Emphasize at the end of class that the selection of a placement model and the scope of services included is a function of the target group served and the community in which the program is operating.

"IDENTIFYING A TARGET GROUP"

YOU HAVE RECENTLY BEEN HIRED TO DEVELOP A PILOT PLACEMENT PROGRAM FOR A SUBURBAN HIGH SCHOOL WHICH HAS ADOPTED A CAREER EDUCATION ORIENTATION. EVENTUALLY, YOU WOULD LIKE TO SEE AN ADVOCATE MODEL IN OPERATION WHICH WOULD ENCOMPASS ALL STUDENTS UNDER A COMPREHENSIVE DEFINITION OF PLACEMENT. HOWEVER, YOU WOULD LIKE TO BEGIN WITH A SMALLER GROUP OF STUDENTS WITH WHOM YOU COULD DEMONSTRATE THE GREATEST EFFECT. YOU HAVE NARROWED YOUR CHOICES TO THE FOLLOWING GROUPS:

- GRADUATES OF VOCATIONAL EDUCATION PROGRAMS
- POTENTIAL DROP-OUTS OR EARLY SCHOOL LEAVERS
- SENIORS ENROLLED IN THE GENERAL CURRICULUM
- HANDICAPPED STUDENTS
- ECONOMICALLY DISADVANTAGED STUDENTS
- GIFTED STUDENTS
- FEMALE STUDENTS WHO ARE SEEKING EMPLOYMENT IN NON-TRADITIONAL CAREERS

NARROW THESE CHOICES FURTHER TO THREE GROUPS.

ATTACHMENT B/
LESSON 9

"IDENTIFYING THE TYPES OF PLACEMENTS TO INCLUDE"

A. PLACEMENTS INTO VOLUNTEER WORK RELATED TO ALL CAREER EDUCATION CLUSTERS

B. PERMANENT OR FULL-TIME PAID EMPLOYMENT OPPORTUNITIES

C. PART-TIME EMPLOYMENT OPPORTUNITIES DURING THE SCHOOL YEAR

D. SUMMER EMPLOYMENT OPPORTUNITIES

E. APPRENTICESHIPS

F. COOPERATIVE AND WORK EXPERIENCE PLACEMENTS

G. POST-SCHOOL UNIVERSITY PLACEMENTS

H. POST-SCHOOL COMMUNITY COLLEGE OR VOCATIONAL/TECHNICAL SCHOOL PLACEMENTS

MODEL SELECTION FOR SCHOOL-BASED PLACEMENT PROGRAMS

Lesson 10 Legal Factors in Model Selection

Prepared by Susan Kosmo

Student Objective

The student will be able to identify the common interpretations of the major legislation affecting employment practices and the delivery of school-based placement services.

Preparatory Activities

Instructor Preparation:

Contact a guest speaker to present information concerning legislation impacting on school-based placement programs to the group. Possible sources of guest speakers include university or state department Offices of Affirmative Action, Equal Employment Opportunity Commissions, or State Department of Industry, Labor and Human Relations.

If at all possible, a guest speaker should definitely be used to present this material. Not only is there apparently some disagreement as to the interpretations of these laws, but there are also differences in state laws concerning employment practices.

Prepare transparencies of Attachment/Lesson 10.

Student Preparation:

Read: "Factors Influencing Model Selection" in "Models for School-Based Placement Services" in Orientation to the Job Placement Process.

Materials Needed:

Overhead projector
Transparency of Attachment/Lesson 10

Class Activities

Warm-Up Exercise
Guest Speaker
Group Discussion

1. Warm-Up Activity: 5 minutes

Present transparency of Attachment/Lesson 10 and ask the students to indicate on a piece of paper whether each statement is true or false.

After the students are finished, explain that all of the answers are false. The Equal Employment Opportunity Act makes it against the law to discriminate on the basis of race, religion, color, sex, or national origin.

2. Introduce Guest Speaker: 30 minutes

Possible legislation which the guest speaker should address includes:

- The Equal Employment Opportunity Act of 1972.
- Section 504 of the Rehabilitation Act of 1974.
- Title IX of the Education Amendments of 1972.
- Family Educational Right and Privacy Act of 1974.

The implications of these Acts should be discussed especially as they relate to:

- Use of testing and other screening criteria.
- Referral of students to employers or training programs.
- Equal access of students to information concerning employment opportunities, scholarships, etc.
- Sharing of information in student's records with employers or recruiters.
- Procedures to follow in filing a discrimination complaint.

3. Optional Group Discussion: 10 minutes

In most states, questions such as the following cannot be asked in an interview or on an application blank. What explanation might be offered for why these questions can't be asked?

Have you ever been arrested?

> An arrest does not indicate guilt. May ask about convictions if such relate to job duties.

Are you married? What are the ages of your children?

> May ask about freedom to travel if required on job, ability to adhere to work schedule, etc. Must be asked of all applicants.

Are you disabled? Have you ever been treated for (name of specific disability)?

May inquire as to whether person has any physical or mental disabilities which would interfere with his/her ability to perform the specific job in question.

What clubs, societies or lodges do you belong to?

May only inquire as to professional organization memberships.

Ask the guest speaker to comment as to whether these interpretations are consistent with state guidelines or on any conflicts in interpretation which have occurred in other situations.

Reference

"Guidelines for Contemporary Employment Interviewing" Office of Affirmative Action, University of Wisconsin-Stout, Menomonie, Wisconsin, 1976.

Attachment/
Lesson 10

An employer:	True	False
1. can refuse to hire women who have small children at home.	______	______
2. can generally obtain and use an applicant's arrest record as the basis for non-employment.	______	______
3. can prohibit employees from conversing in their native language on the job.	______	______
4. whose employees are mostly white or male, can rely solely upon word-of-mouth to recruit new employees.	______	______
5. can refuse to hire women to work at night, because it wishes to protect them.	______	______
6. may require all pregnant employees to take leave of absence at a specified time before delivery date.	______	______
7. may establish different benefits--pension, retirement, insurance and health plans--for male employees than for female employees.	______	______
8. may hire only males for a job if state law forbids employment of women for that capacity.	______	______
9. need not attempt to adjust work schedule to permit an employee time off for a religious observance.	______	______
10. only disobeys the Equal Employment Opportunity laws when it is acting intentionally or with ill motive.	______	______

Source:

Equal Employment Opportunity Commission, Washington, D.C. 20506

MODEL SELECTION FOR SCHOOL-BASED PLACEMENT PROGRAMS

Lesson 11

Ethical Issues in Model Selection

Prepared by Susan Kosmo

Student Objective

The student will be able to identify several ethical issues which must be considered in designing school-based placement programs.

Preparatory Activities

Instructor Preparation:

Review: Situations described in Attachment/Lesson 11.

Duplicate: Attachment/Lesson 11 in sufficient number to allow one copy per student.

Student Preparation:

Read: "Models for School-Based Placement Services" in Orientation to the Job Placement Process.

Materials Needed:

Copies of Attachment/Lesson 11

Class Activities

Discussion of Case Studies

1. Discuss the situations presented in Attachment/Lesson 11.
2. Emphasize:
   a. In situations 1 and 3, stress the concept that placement services should not be used as a tool of employers for covert discrimination.
   b. In situation 2, stress that all qualified students should have equal access to information concerning available placement opportunities.

c. In situations 4 and 5, stress the concept of equality of opportunity for all, not preference for some.

Attachment/
Lesson 11

Situation 1:

A.R. Fonzerelli High School is located in the downtown area of a large Midwestern city. For the most part, the students enrolled in this school come from low-income families. The school has had a high truancy and dropout rate. Of those who do graduate, the majority seek out full time employment, often unsuccessfully. The school requested and received federal funds to inaugurate a job placement program in the school for graduates and early school-leavers. Because of the high unemployment rate in the immediate area surrounding the school, and the concentration of industry in a nearby suburb, the placement coordinator has been active in attempting to recruit openings from employers outside the school district.

Wasp High School is located in an adjacent suburb which has a high concentration of industry. The Wasp School Board approved expenditure of school funds for the development of a placement program in the school. The placement coordinator's prime target has been the large industries within the district. These industries are especially attractive because they offer apprenticeship training opportunities, a better pay scale, and union benefits.

Several of the industries have refused to list their openings with Fonzerelli High any longer because they contend that they should give first preference to residents of their home community. When entry-level openings become available, they contact the placement coordinator at Wasp High.

Discussion Questions:

1. If you were the placement coordinator at Wasp High, what if any responsibility would you feel in this situation? Why or why not?

2. If you were the placement coordinator at Fonzerelli High, how would you respond to the situation?

3. Could this problem have been avoided if the schools had coordinated their efforts (e.g., with the Job Service)?

4. How might each of the school boards have responded to suggestions to coordinate the activities of the two schools?

5. Should placement programs be coordinated within a school district? What practical problems would this present (e.g, delay in answering employer requests)?

6. Unemployment figures for youth are typically highest in inner cities where employment opportunities are limited. If placement programs are limited to recruiting openings within a district, will this not seriously limit their effectiveness?

7. When several programs are operating within a metropolitan and suburban area, what is to stop an employer from using these programs to avoid hiring members of a racial minority?

8. If a student advocate model rather than a labor exchange model had been used in these programs, could the problem have been avoided?

Situation 2:

Mr. Rodriguez operates a small upholstery shop in Mohawk Valley. The business had kept him working 10 hours a day for six days a week for the past thirty years. He is 55 years old and has no children. His wife will be retiring from her job as an accountant in two years. The two of them would then like to spend more time traveling and pursuing mutually-shared interests in fishing and camping. Mr. Rodriguez called the high school placement coordinator in hopes of finding a "reliable" and "honest" high school student to train in the operation of his business. He is not concerned with the skills per se of the student but rather with the student having a good "character" and "being willing to learn." The coordinator realizes that this is an excellent opportunity for some student. Mr. Rodriguez has implied that if the student works out well, he is considering the possibility of a partnership or profit-sharing.

Discussion Questions:

1. Can the counselor assess the "character" or "willingness to learn" of students?

2. How might the coordinator respond to this request? What are all the alternatives available?

3. What are some general guidelines which may be suggested for handling employer requests for student referrals?

4. What guidelines can be offered to prevent discrimination in student referrals by the placement staff?

Situation 3:

Mr. Evans at the auto body shop always contacts the school whenever he has a part-time opening. Although the school has been careful to send both male and female applicants, Mr. Evans consistently hires only males even when the female applicants have better credentials.

Discussion Questions:

1. Should the coordinator continue to handle requests from Mr. Evans?

2. What are some things the coordinator might do?

Situation 4:

Mt. Tomahawk is a resort community in a sparsely populated area. During the summer months, many community women supplement the family income by working as maids or in the laundries of local motels. A new motel is being built and it is estimated this motel will employ four maids and two laundry workers during the summer. The placement coordinator contacts the motel owner and explains the benefits of hiring high school students for these jobs. The women of the community confront the school board on this issue. In their opinion, they feel the school had no right to interfere in normal hiring practices. The placement coordinator in turn responds that such employer contacts were explicitly included in her job description.

Discussion Questions:

1. Could this problem have been avoided? How?

2. Should the placement coordinator's position be defined by the community? Why or why not?

Situation 5:

Ms. Tompkins is the personnel director for a large retail store in Pittsfield. Although she had formerly listed her openings with the local Job Service office, she had decided that she would rather contact the high school when a job opening arises. She doesn't like "all the red tape" involved in listing with the Job Service.

Discussion Questions:

1. Should the school compete with the Job Service for listings? Why or why not?

2. When the jobs were listed with the Job Service, they were theoretically available to anyone in the community. If they are listed with the school, does this then limit the access of other members of the community to these jobs?

UNIT II - THE JOB PLACEMENT PROCESS

The Placement Process

Individualizing the Placement Process

THE JOB PLACEMENT PROCESS

The placement service is peculiarly concerned with the processes involved in helping students translate career goals into the reality of a placement. Basically the placement service can be divided into four major groups of activities:

1. Activities focused on locating existing opportunities,
2. Activities focused on developing additional opportunities,
3. Activities designed to help individuals secure the opportunities they locate, and
4. Activities designed to help the individual maintain acquired opportunities.

These opportunities include jobs, training or educational programs, volunteer experiences, or any other special placement which might correspond to that next step in an individual's career development.

A major factor which affects a students' ability to get the placement they want is the number of placements available and the amount of competition for these placements. If there were a perfect match between the openings available and the openings desired by students, a computer could easily perform the simple matching which is all that would be needed. Generally, however, there are more applicants than can be accomodated. As a result, the marketing analogy has frequently been applied to placement. The product being marketed are the skills, abilities, interests, experiences, knowledge, and personality traits of the individual. Basic marketing procedures are applied to finding and selling this product to potential buyers, i.e., those who control entry to the desired placement. The first half in this unit focuses on how these basic marketing principles can be applied to locating, securing, developing, and maintaining placement opportunities.

The second half of the unit focuses on individualizing the placement process. Some of the typical problems involved in placement planning are portrayed in the readings in the companion textbook. The lesson plans reinforce these readings through the use of case studies and role playing scripts. As a group, the lessons in this unit demonstrate a heavy use of student interviews, personal experiences, and case studies to illustrate the placement process.

Teaching the Unit

Because placement is often the most anxiety-producing activity which the novice counselor or educator will encounter, direct experience with placement activities should be encouraged. This experience will not only provide practice in the application of classroom materials, but also peer support for the initial anxiety they may feel in approaching employers or recruiters.

Although possible student activities are included at the end of many of the lessons in this unit, it might be more beneficial to substitute one of the following class activities for these assignments:

1. Design a placement service: Have each of the students locate several individuals who are currently seeking placement. These clients could include high school students, other students enrolled in the department, friends, relatives or spouses. They should attempt to find clients who would represent a variety of placement needs including those which involve unskilled, semi-skilled, and skilled work. In this way, the students will become familiar with the wide variety of placement leads, the differences in screening procedures used, and the types of standards used for evaluating employee performance.

   The student's experiences in providing placement assistance to these clients can be used as a nucleus for class discussions throughout this unit. The experience will also be helpful in understanding the need for program planning in placement which will be addressed in Unit III.

2. Field assignments: Field experiences can also be substituted for classroom sessions. A weekly meeting of those assigned to the field settings can be used to highlight important points related to each lesson and to illustrate the application of these principles in the field setting. If this approach is used to teaching the lessons in this unit, every attempt should be made to involve students in a wide variety of settings. The following field placements can be explored.

   a. High school guidance departments

   b. Vocational/technical schools

   c. Job Service offices

   d. Division of Vocational Rehabilitation

   e. A sheltered workshop

   f. Veteran's Administration or local returning Viet Nam veterans program

   g. Private employment agencies

   h. University placement offices

   i. University counseling services

j. Private career counseling services

k. Industry or business personnel departments, especially any which offer out-placement assistance to their employees

k. WIN Program or other similar social service programs

If this approach is used, encourage the students to exchange ideas and experiences during their class meetings. Differences in client needs, placement techniques, and program goals should be discussed. Additionally, have the students prepare a written summary of their experiences. The summary may take the form of a case study of a particular client or a description of the placement program of the assigned agency.

3. Develop a personal placement portfolio. The students can apply the material covered in this unit to prepare for their personal placement search. As the Units are covered, they can create a personal placement portfolio which includes:

   a. A list of potential employers

   b. Letters of inquiry and a resume

   c. Reference letters

   d. A list of their accomplishments and potential benefits they can contribute

   e. Resources which might be used

THE PLACEMENT PROCESS

Lessons 12-13* Stages in the Placement Process

Prepared by Susan Kosmo

Student Objectives

1. *The student can identify the basic steps involved in job placement.*

2. *The student can compare and contrast the job-seeking process across major occupational levels.*

Preparatory Activities

Instructor Preparation:

Two weeks prior to this class, distribute four copies of Attachment A/Lesson 12 to each student in the class and explain the accompanying assignment.

Review: "Locating, Securing, Maintaining, and Developing Placement Opportunities," pp. 89 to 91 in Orientation to the Job Placement Process.

Prepare: Transparency of Attachment B/Lesson 12.

Student Preparation:

Complete four copies of Attachment A/Lesson 12, one copy based on a telephone or personal interview with someone employed in a blue-collar occupation; the second, on someone in a white-collar service, clerical, or sales position; the third, on someone employed in a managerial or professional occupation; and the fourth, on someone employed in an unskilled occupation. You may substitute a personal employment experience for one of the interviews.

Materials Needed:

Overhead projector
Transparency of Attachment B/Lesson 12

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*Two class hours should be devoted to this topic at a minimum.

Lesson 12

Class Activities

Group Exercise

1. Present the transparency of Attachment B. Explain the basic stages in the placement process, emphasizing that successful job entry requires more than having the necessary credentials. The successful entrant must also be able to locate appropriate job opportunities, perform successfully on the screening criteria, and meet the employer's expectations during the initial employment period.

2. Collect the students completed interview protocols.

3. Divide the class into four groups and appoint a recorder for each group. Assign each group responsibility for one of the following areas:

   a. unskilled occupations
   b. blue collar occupations
   c. white collar/sales or clerical occupations
   d. professional/managerial occupations

   Distribute the appropriate protocols to each group, e.g., give all of the protocols collected for blue collar occupations to the group assigned to these occupations.

4. For the remainder of the class, have each group prepare a summary of the occupational area assigned. The recorder should be prepared to present the results of the activity at the next class. The following topics should be included in the summary:

   a. Sources of information used in locating the job opportunity
   b. Application procedures
   c. Screening criteria used
   d. Length of screening period
   e. Type and length of probationary period
   f. Percentage of people hired who leave position within three months
   g. Related observations

Lesson 13

Class Activities

Group Reporting Discussion

1. Have each recorder present a brief summary of his/her group's findings.

2. On the blackboard, compare and contrast the findings for the different occupational areas. The following format might be used:

   Most frequently used sources of job leads:

   a. Unskilled:
   b. Blue Collar:
   c. Clerical/Sales:
   d. Professional/Managerial:

   Types of application procedures:

   a. Unskilled:
   b. Blue Collar:
   c. Clerical/Sales:
   d. Professional/Managerial:

   Length of screening process:

   a. Unskilled:
   b. Blue Collar:
   c. Clerical/Sales:
   d. Professional/Managerial:

   Repeat the process for each of the major categories.

3. Discussion:

   a. What are the basic skills needed for career survival in our culture (e.g., ability to read want-ads, ability to describe skills verbally, etc)?

   b. What are the implications of this information in designing a placement service? Consider the implications of various types of models, the impact a school-based placement program can have on the entry process, the importance of providing follow-through services, etc.

c. Are similar skills required for acquiring an apprenticeship, volunteer work, civic participation, entering a military academy, etc.?

Lesson 13A

Optional Follow-Up Class

Focus on the placement process as it relates to the future placement of the students enrolled in the class. If they were to design a career placement program to help their classmates take the next step in their career development, what types of information would they need? How could they get this information?

a. Placements that graduates will be seeking? (Have them discuss why it might also be helpful to survey former students as to the placements they have.)

b. Settings where these placements are available.

c. How and where positions are publicized?

e. Turnover rate in these placements?

f. Procedures which must be completed to become a candidate for these positions?

g. Procedures used to screen candidates?

h. Standards against which new employees are evaluated?

Attachment A/
Lesson 12

Student's name: ______________________________

1. Job title of person interviewed: ______________________________

2. Type of job: ______ unskilled ______ blue collar ______ sales/clerical
______ professional/managerial

3. How did person learn that the job was open or available? (e.g., word-of-mouth, Job Service, want ads, private employment agency, direct application, etc.) ______________________________

____

4. What procedures did the person have to follow to apply for the job? (e.g., send resume, call a personnel office, fill out application blank, etc.) ______________________________

____

____

5. How was this person screened for the job? (e.g., interviews, employment tests, Civil Service exam, etc.) ______________________________

____

____

6. How much time passed between your first contact with the firm about this job and when you were offered the job? ______________________________

____

7. What type of "probationary" period is there? (e.g., not allowed to join union for 6 months, must receive tenure within seven years, traineeship, etc.) ______________________________

____

____

____

Length of "probationary" period: ______________________________

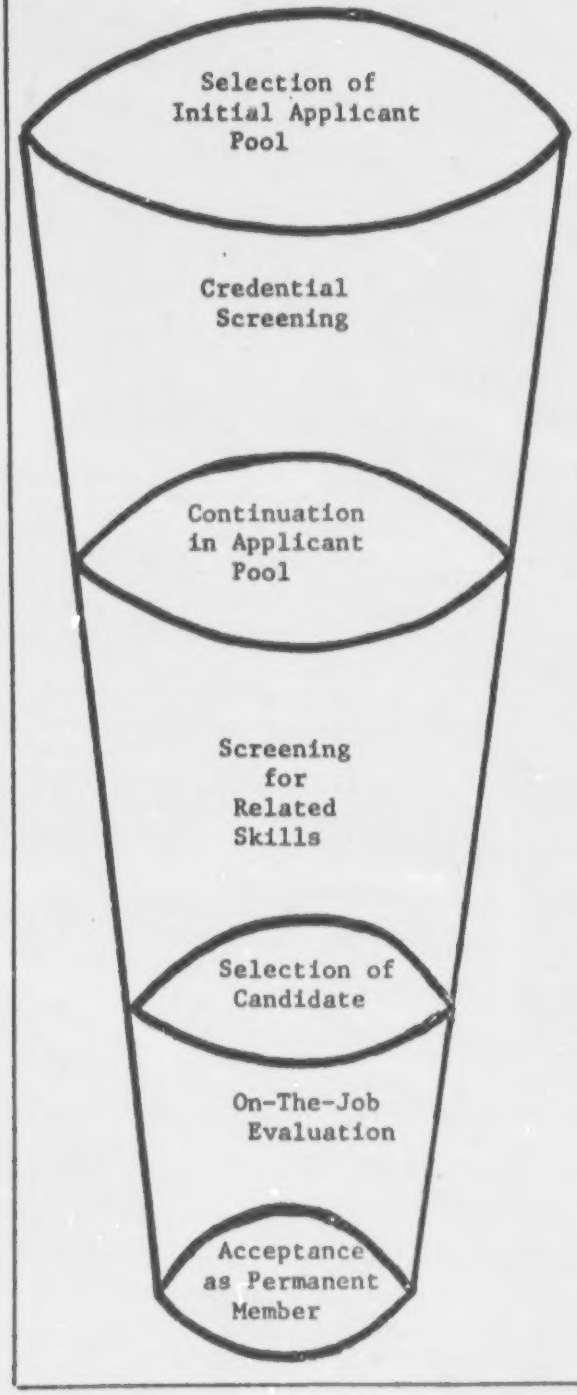
8. Approximately what percentage of those hired for this job leave the job within three months? ______________________________

____

Attachment B/
Lesson 12

Stages in the Placement Process

PROCESS STAGES


Selection of Initial Applicant Pool
Credential Screening
Continuation in Applicant Pool
Screening for Related Skills
Selection of Candidate
On-The-Job Evaluation
Acceptance as Permanent Member

APPLICANT SKILLS

1. Ability to locate information on job openings.

2. Ability to secure the opening, including possessing required credentials and performing successfully on screening criteria.

3. Ability to maintain the job placement, i.e., ability to meet expected performance standards.

THE PLACEMENT PROCESS

Lesson 14 Locating Placement Opportunities

Prepared by Susan Kosmo

Student Objectives

1. *The student will be able to name a variety of agencies, people, and published materials which can be of assistance in locating placement opportunities.*
2. *The student will be able to list the benefits and drawbacks involved in using each of these intermediaries.*

Preparatory Activities

Instructor Preparation:

Review: "Locating, Securing, Developing and Maintaining Placement Opportunities," pp. 91-95 in Orientation to the Job Placement Process.

Student Preparation: None

Materials Needed:

Large sheets of white paper
Magic markers
Masking tape

Class Activities

Brainstorming Game
Discussion

1. Brainstorming Game: 15 minutes

Divide the class into groups of eight students and appoint a recorder for each group. Have each group identify as many resources as they can which can be sources of job leads. Have them divide the large sheets into three columns as follows:

Agencies	People	Published Information

Encourage them to be as creative as possible in identifying these leads. For example, they may suggest "taxi driver" as a resource under "people."

The more common resources which might be mentioned include:

a. Agencies

School placement office
Unions and professional associations
Job Service
Private employment agencies
Veteran's Administration
Division of Vocational Rehabilitation
State Apprenticeship Council
YMCA or YWCA

b. People

Parents/relatives
Friends
Former employers
Recruiters/"head hunters"
Teachers/counselors
Bartenders
Ministers
Local banker

c. Published Information

Bulletin Boards
Professional journals
Civil Service announcements
Help Wanted ads

2. Reporting of Resources

Have a recorder from one of the groups tape the list developed by his/her group on the blackboard. Ask the recorder to read the resources listed under each heading. Have another recorder tape his/her groups list to the board and mention any additional resources. Continue until all the group's responses have been recorded and posted.

3. Discussion

List the typically used sources of job leads on the board, including:

a. Relatives and friends
b. Job Service
c. Help wanted ads

d. School placement office
e. Private employment agency
f. Civil Service bulletins
g. Unions or professional organizations

Conduct a straw poll of the class. Ask the following questions:

a. How many of you have used (name of resource) to locate a job lead?

b. If you actually got a job based on this lead, raise your hand.

Tabulate the number using each resource and the number actually getting a job as a result on the blackboard.

Discuss the benefits and drawbacks of using each of these "intermediaries." For example, ask students who have listed the Job Service or private employment agencies to comment on their experiences.

Based on the above discussion, ask the students to identify possible resources they might consult to locate job leads for each of the following occupational groups:

a. occupational therapy aide
b. auto mechanic
c. draftsman
d. bookkeeper
e. electrician
f. school counselor
g. practical nurse
h. janitor
i. chef

A "round robin" approach may be used by proceeding around the class asking each person to list a resource until three sources have been listed for each occupational group.

THE PLACEMENT PROCESS

Lesson 15 Tapping the Hidden Job Market

Prepared by Susan Kosmo

Student Objective

The student will be able to demonstrate a method for independently identifying potential employers of different occupational groups.

Preparatory Activities

Instructor Preparation:

The following books provide excellent discussions on tapping the hidden job market. If at all possible, review these books prior to this class session.

Bolles, Richard N. What Color Is Your Parachute? Berkeley, California: Ten Speed Press, 1972.

Irish, Richard. Go Hire Yourself An Employer. Garden City, New York: Anchor Books, Anchor Press/Doubleday, 1973.

One week prior to class, assign various students responsibility for bringing to class a copy of a local telephone directory and the help wanted ads from a local Sunday newspaper. Because these materials will be used in small group sessions, assign sufficient numbers of students to these materials to allow one phone directory and one set of want ads per every four students.

Bring to class a copy of the Dictionary of Occupational Titles and a copy of the Occupational Outlook Handbook.

Student Preparation:

Read: "Locating, Securing, Developing and Maintaining Placement Opportunities," pp. 91 to 95 in Orientation to the Job Placement Process.

Materials Needed:

Telephone directories
Copies of the help wanted ads
Dictionary of Occupational Titles
Occupational Outlook Handbook

Class Activities

Simulation - Group Exercise

1. Simulation - Developing an Employer List: 30 minutes

Divide the class into groups of four students. Give each group a copy of the help wanted ads and a telephone directory. Read the following directions to the group:

> "You are four people who have just arrived in (name of city). It is Sunday evening. Each of you will be beginning to look for a job on Monday morning. The four members of your group will be looking for jobs as a*:
>
> a. welder
> b. occupational therapy assistant
> c. appliance repair person
> d. printer

Help each other compile a list of possible local employers each of you may contact. You will have thirty minutes to complete the activity. A D.O.T. and the Occupational Outlook Handbook are available if you wish to consult these. Try to develop as large a list as possible.

2. Discussion

Ask one group to read their list of potential local employers of welders. Ask if any of the other groups identified any additional employers of welders.

Repeat the process for occupational therapy assistant, appliance repair person, and printer.

Discuss:

a. What factors would you use in prioritizing the employers that you located?

b. What approach did you use to locate opportunities using the want ads?

c. How can the telephone directory be used successfully?

d. Once a core list of employers has been identified, how can this list be used to identify other employers. (e.g., referred leads, interviewing for information)?

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*You may substitute other occupations which are more compatible with the interests of the student group with which you are working.

THE PLACEMENT PROCESS

Lesson 16

Identifying Selling Strategies

Prepared by Susan Kosmo

Student Objective

The student can identify similarities between successful sales presentations and effective job-getting behaviors.

Preparatory Activities

Instructor Preparation:

Review: "Locating, Securing, Developing, and Maintaining Placement Opportunities," pp. 96 to 101 in Orientation to the Job Placement Process.

Student Preparation: None

Materials Needed: None

Class Activities

Discussion

1. Introduction

Job-getting essentially requires good selling skills. The applicant is attempting to sell himself/herself to an employer; i.e., to convince the employer that s/he should be selected for the job. Many of the strategies used to sell products have parallels in the job-seeking process.

2. Review the basic steps involved in job-getting. On the blackboard list:

   a. Contact employer through:

      - letter of inquiry
      - resume
      - telephone call
      - direct application

   b. Complete application blank

   c. Participate in interview

   d. Take required screening test

   e. Furnish references

   f. Accept the job

3. Review the following steps involved in basic sales:

   a. Get the buyer's attention; make the buyer aware of the product's availability

   b. Describe the product to the buyer

   c. Validate the claims made

   d. Write up the order

4. Compare the Two Processes

   a. What methods do advertisers use to describe their product so it will appeal to the customer?

      1. Advertise to the appropriate audience.
      2. Emphasize good points, not bad.
      3. Identify the benefits the user will receive ("whiter teeth, fewer cavities, more dates, etc.")
      4. Compare it to other products ("Compared to the best seller, Brand X washes more dishes.")
      5. Convert negatives to positives. ("We're number 2 so we try harder.")

   b. What are some parallels to these sales approaches that the job seeker can use? For example:

      1. Identify the right employers and present skills to the person in a position to make decisions concerning employment.

      2. Develop responses to possible negative factors in past record (e.g., frequent job changes, absenteeism).

      3. Job-seeker should emphasize skills. A person is hired for what s/he can do not for what s/he can't do.

   c. A resume is basically the job seeker's personal advertisement to an employer.

      1. What information should be included?

      2. What are the differences between a functional resume and a historical resume?

3. How can a job description be used to construct a resume?

d. The counterpart of the sales presentation in the job-seeking process is the interview.

   1. What personal traits are needed for effective sales? (e.g., enthusiasm, knowledge of the product, interest in the customer, sincerity, poise, courteousness).

   2. How can the job-seeker portray these qualities in the job interview?

   3. Of what importance is dress in the interview? Consider the following question: Why are women more likely to be hired for executive and management positions if they wear a skirted suit rather than a pantsuit in the interview? What would the appropriate dress be for applying for a job as an auto mechanic or a salesperson in a retail store?

e. Salespeople often validate the claims they make about their product through use of testimonials and live demonstration. What are the counterparts of these two techniques in the job interview (references and work samples)? How should references be selected?

f. A salesperson may use technical terms to emphasize his/her expertness in the areas. How can the job-seeker use professional jargon to his/her advantage?

Follow-Up Sessions

Invite several employers or recruiters to speak to the class. Have them discuss the screening practices they use and why, applicant behaviors which leave a positive or negative impression, techniques they use to verify the remarks of the job applicant, etc.

Invite someone from a placement office or agency or a personnel director to speak to the class on the hiring process and how the applicant can negotiate this process successfully.

THE PLACEMENT PROCESS

Lesson 17 Analyzing Benefits

Prepared by Susan Kosmo

Student Objectives

1. *The student will be able to describe the use of a "benefit" focus in effective job-seeking.*
2. *The student will be able to identify several benefits which youth bring to the labor market.*

Preparatory Activities

Instructor Preparation:

Duplicate: Sufficient copies of Attachment C/Lesson 17 to allow one copy per student.

Prepare: Transparencies of Attachments A and B/Lesson 17.

Review: "Locating, Securing, Developing, and Maintaining Placement Opportunities," pp. 96 to 101 in Orientation to the Job Placement Process.

Student Preparation:

Review: "Locating, Securing, Developing, and Maintaining Placement Opportunities," pp. 96 to 101 in Orientation to the Job Placement Process.

Materials Needed:

Transparencies of Attachments A and B/Lesson 17
Overhead projector
Sufficient copies of Attachment C to allow one per student

Class Activities

Discussion
Round Robin
Simulation

1. Discussion

Present transparencies and discuss the process of identifying employer benefits.

On the blackboard present the following headlines:

FEATURES	BENEFITS

Ask the students to brainstorm a list of features typically associated with a school-based placement program. Some of the following features may be suggested:

a. Pre-screening of applicants
b. Individualized career planning
c. No cost
d. Availability of background information concerning students
e. Pre-employment counseling
f. Pre-employment training in effective job-seeking skills
g. Cross section of applicants in terms of sex, race, and disability
h. Student training in appropriate on-the-job behaviors
i. Follow-through services
j. Follow-up data provided to instructors

2. Round Robin

After a list of features has been compiled, ask each student to list an employer benefit associated with each of these features. More than one benefit may be listed for each feature. Proceed from student to student until the benefits appear to be exhausted.

Then, ask students to identify possible features particularly associated with the employment of youth. These may include good health, enthusiasm, desire to be financially independent, flexibility, etc. Discuss benefits these features may offer an employer.

3. Simulation

a. Pass out copies of Attachment C to all students.

b. Ask the class to name ten major employers in the local area. Write these names on the blackboard.

c. Pair up the students in the class. Ask each pair to select an employer from the list on the blackboard and prepare a telephone call they might make asking this employer to cooperate with a school-based placement program by: (SELECT ONE)

   - contacting the school when an opening arises,
   - providing shadowing experiences for students, or
   - interviewing a student who wants a job in his/her business

Allow ten minutes for the pairs to prepare a possible phone call.

d. Select several pairs of students to role play the telephone approach they developed. Discuss whether each of these calls contains the three elements mentioned in Attachment C.

Optional Follow-Up Sessions

Repeat the process followed in this session for the following target groups: women, the disadvantaged, and the handicapped. Identify features and benefits which might be associated with each group and prepare possible telephone approaches to employers concerning placement programs for these groups.

CONVERTING FEATURES TO BENEFITS[*]

EFFECTIVE SALES MESSAGES STRESS BENEFITS OVER FEATURES. WHAT'S THE DIFFERENCE BETWEEN A FEATURE AND A BENEFIT? A FEATURE IS A DESCRIPTION OF THE CLIENT OR SERVICE. A BENEFIT, ON THE OTHER HAND, IS THE SATISFACTION THE EMPLOYER WILL RECEIVE FROM THE FEATURE. FOR EXAMPLE, IF YOU TELL A PROSPECT, "MY CLIENT TYPES 70 WPM," YOU ARE POINTING OUT A FEATURE. ON THE OTHER HAND, IF YOU TELL HIM, "YOU NEVER HAVE TO BE CONCERNED ABOUT GETTING YOUR CORRESPONDENCE OUT SINCE MY CLIENT TYPES 70 WPM," YOU ARE EXPLAINING A BENEFIT. OBVIOUSLY, THE BENEFIT HAS MORE SALES IMPACT. SO WHEN YOU ARE PLANNING YOUR SALES MESSAGE, LIST THE FEATURES OF YOUR PRODUCT OR SERVICE, AND TRANSLATE EACH INTO AN EMPLOYER BENEFIT.

THE FOLLOWING TABLE DEMONSTRATES HOW FEATURES CAN BE CHANGED TO BENEFITS.

FEATURE	BENEFIT
TYPES 50 WPM	MEETS PRODUCTIVITY EXPECTATIONS
TAKES SHORTHAND AT 100 WPM	QUICKLY TRANSCRIBES CORRESPONDENCE
IS PUNCTUAL	NO LOST TIME

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[*] SOURCE: MICHIGAN DEPARTMENT OF EDUCATION - VOCATIONAL REHABILITATION SERVICES, "QUALIFYING PROSPECTS AND MAKING APPOINTMENTS."

Attachment B/
Lesson 17

List personal skills or experiences	Benefits, if any, of these skills in each occupational area considered		
	Job Goal: Camp Counselor	Job Goal: Nurse's Aid	Job Goal: Stock Clerk
Babysitting	Can handle childhood crises, parental separation, etc.	Prior exposure to most contagious diseases	Ability to work with minimum supervision
		If pediatrics ward, benefits mentioned for camp counselor	Ability to organize work responsibilities
		Can help patient with their self care needs	Adherence to time expectations
Course in first aid	Handle and apply basic first aid for typical childhood mishaps	Understanding of basic first aid principles	Appreciation for safety restrictions, if any
Participation in summer crafts program	Generate ideas for rainy day activities	Craft suggestions for patients with extensive stay	

EFFECTIVE TELEPHONE APPROACHES

In their booklet, "Qualifying Prospects and Making Appointments," the Michigan Department of Vocational Rehabilitation Services has offered the following guidelines to counselors for preparing initial telephone contacts with employers:

A. An effective opening statement contains three essential parts:

1. Identify yourself and your agency.
2. Establish rapport to reduce any negative reaction to your call.
3. Make an interest-creating comment that will focus the prospect's attention on your client or service.

B. The following suggestions may be used to establish rapport:

1. Make a friendly remark.
2. Mention something you and the prospect have in common.
3. Tactfully acknowledge that he's probably busy.
4. Say something to stimulate his pride.

C. The third element of an effective opening statement is an interest-creating comment. It will help to focus the prospect's attention on your client or service. In planning this statement, remember that what interests you may not interest him--he has a different point of view. Mentally, you must put yourself in his shoes to plan your interest-creating comment.

EXAMPLE:

Which of the following statements contains all three parts of a good opening?

a. "Good morning Mr. Banning, I'm Paul Rafferty of VRS. I just heard that Banning Housewares has added another branch in Center City. Congratulations. I'm calling because I know you'll want to be hiring qualified employees. We have some excellent candidates that have been well trained."

b. "Good morning Mr. Banning, I'm Paul Rafferty of VRS. I want to discuss a highly qualified person for the opening you are anticipating for a salesperson."

THE PLACEMENT PROCESS

Lesson 18 Countering Employer Objections

Prepared by Susan Kosmo

Student Objective

The student will be able to counter typical employer objections to hiring young people or cooperating with a school-based placement program.

Preparatory Activities

Instructor Preparation:

Prepare: A transparency of Attachment/Lesson 18 or duplicate sufficient copies of the attachment to allow one copy per student.

Select several of the following objections and type each on a small slip of paper. Make duplicate copies of the objections in sufficient number to allow at least one per student.

Possible employer objections you may choose to include are:

1. "When I've worked with the school or government programs in the past, there have always been a lot of forms to fill out."
2. "Young kids don't know what they want. I'd no sooner get them trained and they'd leave."
3. "I'd like to help you out but I don't have any openings."
4. "Our company hasn't had any trouble filling vacancies."
5. "Most of our workers are older. Young people probably wouldn't have any interests in common with them."
6. "These kids don't really need the job. There are people with families to support who can't find jobs."
7. "Unless they've worked somewhere before, our supervisors have to spend too much time teaching them basic work habits besides the job itself."

8. "If the student didn't work out, your program would probably hassle me about letting him/her go."

9. "The kind of work we do here is pretty complicated. Only our personnel director can adequately decide if someone is suited for this type of work."

10. "Attitude is a lot more important on this job than special work skills. Many of the young people who come in here act like the world owes them a living."

11. "Nobody helped me when I was looking for a job. You should want the job enough to go after it on your own."

Student Preparation: None

Materials Needed:

Slips of paper containing employer objections
Coffee can, hat, or bowl to place slips of paper in
Transparency of Attachment/Lesson 18 and overhead projector or
  individual student copies of Attachment/Lesson 18

Class Activities

Simulation

1. Review the basic rules for countering employer objections on the Attachment.

2. Ask each student to draw a slip of paper from the hat. Allow them from 5 to 10 minutes to compose a possible response to this objection.

   Read an objection and ask all those who drew this objection to read the response they composed. Ask the class to identify those responses which seem most successful in countering the objections.

3. If time remains, present other objections which were not included on the papers and ask the students to suggest possible responses.

ATTACHMENT/
LESSON 18

SUGGESTIONS FOR COUNTERING EMPLOYER OBJECTIONS

1. LISTEN CAREFULLY TO THE EMPLOYER SO THAT YOU HAVE AN ACCURATE UNDERSTANDING OF THE OBJECTION.
2. CONVERT THE OBJECTION TO A QUESTION WHICH CAN BE ANSWERED IN THE AFFIRMATIVE.
3. MAINTAIN EMOTIONAL CONTROL.
4. DEMONSTRATE THAT YOU AND THE EMPLOYER SHARE COMMON GOALS.
5. IDENTIFY PROGRAM BENEFITS WHICH CAN BE USED TO COUNTER OBJECTIONS.

SOURCE: COLORADO DEPARTMENT OF EMPLOYMENT, PERSONNEL TRAINING SECTION, *IN JOB PLACEMENT FOR REHABILITATION COUNSELORS: A TRAINEE CURRICULUM*, REHABILITATION EDUCATION AND TRAINING, UNIVERSITY OF HAWAII, 1975.

THE PLACEMENT PROCESS

Lesson 19 Developing Placement Opportunities on an Individual Basis

Prepared by Susan Kosmo

Student Objectives

1. *The student can describe three ways in which the placement staff can intervene in the labor market to increase the opportunities available to students.*

2. *The student can explain why a job development component is necessary in an advocate approach to placement.*

Preparatory Activities

Instructor Preparation:

Review: "Locating, Securing, Developing and Maintaining Placement Opportunities," pp. 101 to 110 in Orientation to the Job Placement Process.

Obtain: Several copies of a recent Civil Service Bulletin or several detailed job descriptions.

Review: Information from the state Department of Labor regarding minimum wage laws, child labor laws, occupations in which youth in different age groups can engage, occupations which require certification, any state restrictions on the employment of women affirmative action guidelines which have an impact on any special interest group.

Student Preparation:

Review: "Locating, Securing, Developing and Maintaining Placement Opportunities," pp. 101 to 110 in Orientation to the Job Placement Process.

Materials Needed:

Several copies of a recent Civil Service bulletin or several detailed job descriptions

Class Activities

Review
Demonstration

1. Review: Summarize several approaches which may be used to reconstruct the opportunity structure so that it can become more compatible with student needs.

   a. Discuss the minimum wage law and its affect on opportunities for students.

   b. Review child labor laws for the class and demonstrate types of occupations available to people in different age groups.

   c. Identify other legislation which might be used to promote the hiring of a special group (e.g., recent legislation related to hiring the handicapped on federal projects or application of equal employment practices on hiring procedures) and help students identify situations in which these laws might be used to increase opportunities available to their clients.

   d. Outline information which should be collected in a job analysis.

2. Demonstration: Divide the class into small groups of four to five members. Give each group a different copy of recent Civil Service bulletins or printed job descriptions. Have each group identify a job which may be re-engineered to provide two equal part-time jobs or two positions with different levels of responsibility. Have them demonstrate how they would reallocate the duties to accomodate the change and describe a benefit which would accrue to the employer. Have each group report to the class the results of this exercise.

Optional Follow-Up Assignments

1. Select a job with which you are familiar and a disability which would affect an individual's ability to perform this job. Demonstrate how the duties associated with the job, the social skills involved, or the working conditions (temperature, climate, steps, etc.) could be altered to make this position more compatible with the abilities of a handicapped person.

2. Consider the following case: Mary would like to secure employment as a travel agent. Contact with all of the local agencies indicate that none will hire an applicant without specific training or experience. No local school offers travel agent training. What might be done in this situation to help Mary gain employment?

3. Interview or describe someone you know who developed an opportunity for himself/herself which had not existed previously. How did they do this?

4. Read an article which describes a policy change made by an employer or training program which has resulted in increasing the opportunities available to some group. What changes were made, why, and what benefits resulted? (Articles dealing with these topics can be found in the popular press: Newsweek, Time, Fortune, Business Week.)

THE PLACEMENT PROCESS

Lesson 20 Developing Placement Opportunities - Impact of Legislation

Prepared by Susan Kosmo

Student Objectives

1. *The student will be able to describe how legislation affects the availability of job placement opportunities.*
2. *The student will be able to describe procedures to follow when attempting to influence legislative actions.*

Preparatory Activities

Instructor Preparation: None

Student Preparation: None

Materials Needed:

Six copies of Attachment/Lesson 20

Class Activities

Role Play Discussion

1. Role Play Exercise: 40 minutes/ Mock Legislative Hearing

The following bill may be introduced as pending before the state legislature. Similar bills have been introduced in several states including both Wisconsin and Massachusetts.

Bill 715.4: Part-time Employment Act

In order to increase the availability of part-time employment opportunities it is proposed that every fifth new job opening in the Civil Service system will be classified as a permanent part-time position and correspondingly be split into two positions.

Divide the class into six groups and have them prepare a response to this bill consistent with the following role descriptions. Allow 15 minutes.

Group 1: Representatives of women's groups such as N.O.W., Governor's Commission on Women, etc.
Group 2: Representatives of the handicapped.
Group 3: Representatives of State Employees Union.
Group 4: Representatives of Associations of State Administrators.
Group 5: Representatives of retired employees.

The sixth group would be the state legislators whose task it would be to generate questions to consider in hearing the arguments.

Hand out a copy of Attachment/Lesson 20 to each group to stimulate discussion. Each group should select a spokesperson to represent them in the role play situation.

The spokespersons from each group should be assembled in the front of the room with Group 6. The members of group 6 should hear the arguments for and against the proposed bill. Allow three minutes per speaker and ten minutes for questions.

Conduct straw poll of class as to how they'd vote.

2. Discussion: 10 minutes

   a. Brainstorm all of the ways an individual can have an impact on the legislative process.

   b. Discuss professional organizations as a mechanism for bringing up legislative change.

   c. How can individuals keep abreast of pending legislation which has an impact on guidance and placement?

Optional Follow-Up Class Session

Guest Speaker

Invite a state legislator to discuss the types of issues which state legislators tend to be concerned with in the fields of education and employment. Ask the legislator to discuss the impact of professional organizations and the process of implementing legislative change.

or

Invite a member of a citizen's advocacy group or a lobbyist to speak to the class regarding methods for creating legislative changes.

Attachment/
Lesson 20

Issues to include in your discussion of the pending legislation:

1. Cost of such reorganization
2. Are all jobs conducive to such reorganization?
3. Will it result in increased work load without corresponding increase in pay?
4. Will it result in needless duplication (e.g., need to brief each other as to activities, increase in required training time)
5. Employee benefits
6. Increase in opportunities
7. Assistance it might provide in implementing Affirmative Action policies
8. Changes which might be necessary in Civil Service regulations
9. Worker productivity
10. Effect on family life

THE PLACEMENT PROCESS

Lesson 21 Maintaining Placement Opportunities

Prepared by Susan Kosmo

Student Objectives

1. *The student will be able to describe generally acceptable standards of employee behavior.*
2. *The student will be able to suggest methods for assessing current student behavior in terms of these standards.*

Preparatory Activities

Instructor Preparation:

Review: "Locating, Securing, Developing, and Maintaining Placement Opportunities," pp. 99 to 101 in Orientation to the Job Placement Process.

Student Preparation: None

Materials Needed: None

Class Activities

Group Discussion

1. List the following categories horizontally across the blackboard:
    a. Standards related to time expectations
    b. Standards related to interpersonal relationships with co-workers
    c. Standards related to quality of work
    d. Standards related to appearance and health
    e. Standards related to appropriate behavior toward an employer or supervisor
    f. Standards related to communication skills
    g. Standards related to quantity of work

h. Standards related to "attitude toward job"

i. Standards related to safety

j. Standards related to emotionality, self control, etc.

k. Standards related to independence - dependence

Divide the class into small groups--one group per category. Have each group list behaviors related to each of these categories which may be held as expectations for employees. It may be helpful to illustrate the process for the students with one of the categories. For example, under time expectations, you may list:

a. don't abuse sick leave and vacation policies

b. be on time

c. don't leave early

d. call in if you'll be absent

e. limit breaks to prescribed time limit

Encourage them to list as many behaviors as possible even if they have not personally encountered the need for this behavior or even if some of the behaviors may seem superficially contradictory (e.g., be friendly to your co-workers and don't sit around and gab).

Once the lists have been developed, select four students who have had experience in the following areas: sales work, factory work, clerical work, and professional work. Have these students check all the items listed which were behavioral expectations on each of these jobs.

Discuss any differences which appear in the items selected.

or

Select eight to ten students and have them come to the blackboard. Ask each student to list the title of a job they have held in the past on the blackboard. Under the title have them list the requirements they were expected to meet on these jobs. Ask them to focus on non-skill-related requirements. Have the other members of the class do the same thing on a piece of paper. After about five minutes have the students stop. Use this information as the basis for class discussion. Identify similarities and differences across different job titles. Discuss the reasons why some behaviors are more critical to success in some occupations and not in others.

2. Select five to eight of the most frequently mentioned behaviors. Have the student discuss:

  a. How would you assess someone's behavior relative to this skill prior to placement?

  b. How would you develop a training program for students in these skills?

  c. How do school policies or teacher behaviors serve to promote or deter students' development of good work habits?

  d. How can follow-through be used to help students maintain opportunities?

3. Maintaining an acquired placement may also depend on the person's ability to manage the social demands away from the placement. Have the students examine how the presence or absence of some of the following social skills can affect a person's ability to maintain a placement:

   a. ability to use public transportation or drive

   b. ability to budget money effectively

   c. ability to relocate

   d. family support for the placement

Optional Assignment

Interview an employer or an employee in an area of potential career interest to you regarding the behaviors which are necessary for maintaining a placement in this field.

THE PLACEMENT PROCESS

Lesson 22

Research on the Placement Process

Prepared by Susan Kosmo

Student Objectives

1. *The student will be able to identify several publications which contain empirical research related to placement.*

2. *The student will be able to describe a procedure to follow in critiquing articles on job placement.*

Preparatory Activities

Instructor Preparation:

Two weeks prior to class, pass out a copy of Attachment/Lesson 22 to each student. Ask them to complete the assignment prior to this class.

Student Preparation:

Complete the two abstracts described on Attachment/Lesson 22.

Materials Needed: None

Class Activities

Brainstorming
Student Reports

1. Brainstorm with the class the types of professional groups which have an interest in job placement (employment service counselors, personnel managers, rehabilitation counselors, etc.). What journals are used by these professionals?

2. Have one student explain the process s/he followed in locating the articles, including any indices used, selector words, etc. Ask the others to comment on any different procedures they may have followed.

3. Make two lists on the blackboard. On the first, list all the sources used by students (journals, dissertations, newsletters, government publications, etc.). On the second, list the major topic areas which the students could have searched (e.g., resume writing).

4. Have several of the students read the abstracts they have prepared. Have the class critique the study based on its applicability to school-based placement programs.

Instructor Follow-Up

Compile a bibliography of the articles located by the students to distribute to the class.

Attachment/
Lesson 22

Locate two articles or research studies which summarize or describe a study of some specific variable which affects job placement (e.g., the effect of applicant dress on decisions to hire). Prepare an abstract of each of these studies using the following format:

Author:

Title:

Source: Vol: Page No.:

Date:

Type of Report: (e.g., experimental research, student survey, professional opinion, "how to," etc.)

Summary:

1. Name of organization (university, state education department) conducting study
2. When study was conducted
3. Why study done
4. Methodology of study (IF EXPERIMENTAL RESEARCH)
    a. Number and type of subjects
    b. Instruments and/or procedures used
    c. Statistic employed
5. Findings
6. Implications

INDIVIDUALIZING THE PLACEMENT PROCESS

Lesson 23 Using Tests to Identify Student Interests and Abilities

Prepared by Susan Kosmo

Student Objectives

1. *The student will be able to list several tests which are used to identify student career interests.*
2. *The student will be able to critically evaluate the use of these tests with the target groups typically served by school-based placement programs.*

Preparatory Activities

Instructor Preparation:

Two weeks prior to class, place copies of the manuals and protocols for several of the following tests on reserve at the library:

Kuder
Strong Vocational Interest Test
OVIS
Differential Aptitude Test Battery
Career Maturity Inventory
JOB-O
Holland's Self-Directed Search

Student Preparation:

Prepare an abstract of one of the tests on reserve at the library.

Select one of the following groups and evaluate the appropriateness of using this assessment procedure with them:

1. High school students
2. Adults returning to school after an absence
3. Students enrolled in vocational education classes at the post-secondary level
4. Community college students

Materials Needed: None

Class Activities

Discussion

Review each of the tests placed on reserve by having those students who prepared an abstract on that test present a summary of their comments. Emphasize the benefits and drawbacks of using each of these tests with students.

Possible Follow-Up Sessions

A. Provide sufficient copies of Holland's Self-Directed Search to allow each student an opportunity to take this test. Class time could be used for this activity.

B. Arrange for someone from the local Job Service office to speak to the class on the use of the General Aptitude Test Battery. The speaker should be asked to provide a demonstration of several of the subtests and also to address the value of its use in occupational planning. Procedures for referring someone to the Job Service to take this test can be explained.

INDIVIDUALIZING THE PLACEMENT PROCESS

Lesson 24

Problems in Using Test Results for Prediction with Individuals

Prepared by John Hartz

Student Objectives

1. *The student will become aware of the limited predictive efficiency of tests frequently used to assist individuals in making career choices.*
2. *The student will become aware of the limitations of cumulative records.*
3. *The student will be able to discriminate between appropriate and inappropriate test interpretation.*

Preparatory Activities

Instructor Preparation: None

Student Preparation: None

Materials Needed:

Sufficient copies each of Attachments A, B, and C/Lesson 24 for one-third of the class

Class Activities

Role Playing Discussion

1. Role Playing: 40 minutes

Divide class into triads consisting of either one male and two females or two males and one female. Tell them they are going to be involved in role playing a parent-counselor senior conference. Assign a male the role of the father, a female the role of the mother and either a male or female the role of the counselor.

Give the counselors the cumulative record of John Brown. Tell them: "Assume you are a new counselor in a school. You have only met John briefly at one conference. Your guidance department has a policy of meeting with each senior's parents to discuss their son's or daughter's career plans. John's parents have requested such a meeting. Review John's file in preparation for this meeting. Be prepared to interpret his test scores to them."

Separate the 'parents' and take them into the hall. Tell them: "You are John's parents, you're going to talk to John's counselor regarding his career plans. Your names are Cecilia and George. You live in a middle sized midwestern city with a private college in town. You live in an apartment in a middle class neighborhood. John is your only son. You're concerned about his future and your pocketbooks. You want this counselor to help you get John to be more "realistic" in his plans. You hope the counselor has given or will give John some tests to show him the errors in his thinking. Then hand out the appropriate descriptions to the "parents" (Cecilia, George).

Once the students have prepared for the conference, bring the triads together to role play their parts. Allow students 30 minutes to complete the exercise.

2. Discussion: 20 minutes/Follow-Up on the Exercise

   a. Ask the students:

      1. "How many mothers changed their minds and agreed John should have a try at medicine?"

      2. "How many fathers changed their minds and agreed John should have a try at medicine?"

      3. "How many counselors agreed to assist the parents in influencing John to change his mind? How many agreed that John wouldn't make it in medicine?

      4. Ask one of the counselors to report on how s/he interpreted each of the tests or inventories John had been given.

      5. Ask if any students disagree with this interpretation? (Encourage debate on test interpretation.)

   b. Read the Case Results

Case Results

The case of John is a true one. Fortunately his counselor was knowledgeable both about coefficients of predictive validity and the dangers of attempting to use test data to forecast for an individual. While the counselor was skeptical about John's ability to make it in medicine, he interpreted the test and inventory data properly. He further was committed both to the belief that individuals can change prior behavior, and to an individual's "right to try" even if s/he might fail. Consequently, he agreed to talk to John once again about his career plans but he did not agree to "influence" John to change his mind. When John reiterated his commitment to medicine the counselor helped John persuade his parents to let him try.

2½ Year Follow-Up

Two and one-half years after high school graduation, John was enrolled in the private liberal arts college in the city and was living at home. His scholastic average was near a 3.0 and was rising. In regard to his plans for the future he stated, "More than ever I want to make it into med school, and I will!"

5 Year Follow-Up

John was a first year med student at a prestigious midwestern state university. He had graduated from under grad school cum laude and had experienced no problems getting into the med school of his choice. He reported, "med school is 'work' but I'm not having any scholastic difficulties." In regard to his plans for the future he wrote, "I'm not sure but I think I'll go into a residency."

10 Year Follow-Up

John was near completing a residency in gynecology and obstetrics at a prestigious university hospital. He said, "I'm planning to go back home to practice at the M______ Clinic unless Uncle Sam gets me." John had also recently married and said he hoped to start raising a family.

20 Year Follow-Up

John was practicing half-time in his home town and half-time in a nearby large city. He had helped start a "free clinic" in that city and was donating his services. He reported, "I guess some people consider me the leader of a radical group of dissident doctors leading us all into communism." John also reported that he had adopted seven children and had been accorded the highest honor he ever hoped to achieve: "State father of the year."

Follow-Up Lectures and Assignments

This lesson can be followed by a lecture/discussion/reading on:

a. Predictive validity: What is it?
What does it mean in the individual case?

b. The predictive efficiency of vocational assessment instruments:

   Coefficients of predictive validity. How much greater than chance do they allow us to predict?

c. The dangers of using group data for individual prediction.

d. "Interests" as a hypothetical construct:

   What are they? How do they develop and change?

   "Aptitudes" as a construct:

   What are they?

   How do they relate to achievement?

   How do they change?

e. Test interpretation

CUMULATIVE RECORD

JOHN BROWN - Grade Summary - 2A's, 10B's, 19C's

Rank in class - 123/353

Tests	Percentile Grade 10	Percentile Grade 11	Percentile Grade 12
Henmon-Nelson tests of Mental Ability	55	49	
SRA Primary mental abilities			
Verbal	52		
Space	57		
Reasoning	63		
Number	50		
Word fluency	60		
Differential Aptitude tests			
(Verbal Reasoning)	25		
Number	55		
Spelling	35		
Sentences	40		
Progressive Reading			Vocab. - 13.7 Comprehension- 13.4 Total - 13.2
Kuder Preference Record			
Clerical		45	
Mechanical		45	
Scientific		37	
Computational		8	
Musical		7	
Artistic		99	
Persuasive		72	
Literary		52	
Social Service		27	

	Sophomore	Junior	Senior
Interests	Collects horse figures Recreational dance commission	-Reads quite a bit historical novels -dropped piano -likes horses -does some sketching of non-humans	
Work	Paperboy Stockboy at drug store	Drugstore - steady during summer - part-time during year	Drugstore
College and Educational Plans	Go to college to become a psychiatrist	Pharmacist or Interior Decorator or Congressional Minister College in town	Service or Medicine
Health	OK but tires easily	Can't participate (not allowed) 6'3" - 165	Says OK
Emotional Stability	Tired, lithless Slow but good talker	Anxious about future Lacks confidence Seems reconciled to work hard to accomplish goals	Lacks confidence Wants program in meticulous detail Talks about Mother (and quotes) much more than most Considered test scores in light of desire to take pre-med. Tried to consider alternatives such as pharmacy but was adamant.

Mother (Cecilia) - employed full-time as an interior decorator
Father (George) - plumber
Siblings - none
Residence - apartment in middle class neighborhood

Attachment B/
Lesson 24

Cecilia

Cecilia, you are an interior decorator. You do well at it, but you're not quite as good as you would like others to believe. You view yourself as an artist. John is your only child and the light of your life. You think he is a talented artist. He draws well and has exhibited paintings in local shows. John has never been much more than an average student in school. He reads quite a bit. He's not very outgoing, or very athletic, and he doesn't date much. Since his sophomore year he's been employed at a local drugstore. You think that "crazy druggist" has had an undue influence on John's career plans. John says he wants to be a doctor. You think this is a lousy idea for several reasons: 1) He's not a good enough student, (bright enough but not that bright). 2) You think he should pursue something where he could use his artistic ability. 3) You think medical school would cost too much.

You don't like to waste money. In fact, some people think you're "tight with a buck." You think that regular college for John would be both a waste of time for him, and worse a waste of money for you. Your husband George, who's very quiet (you run the house), agrees with you. This time you think he really agrees and is not just saying so to keep the peace. George doesn't like to waste money either.

This time George might be useful and do something right. George is a plumber. In your opinion he's a good worker, but a social liability. You know he cares about John, but George is into sports and John isn't, so they don't seem to have much in common. You don't know what George would like John to do.

Attachment C/
Lesson 24

George

You are a plumber and you do all right. Your wife Cecilia is an interior decorator. She doesn't do bad at it either. However, to hear her talk she's the chief provider. As a matter of fact, Cecilia talks alot. She never seems to shut up. Sometimes you think she thinks she's too good for you, and that upsets you but you never let on. Cecilia's bossy, but that's all right as long as she takes care of the house, pays the bills and manages the details. You're not exactly a spendthrift, but she's something else. She hounded you to quit smoking, and you think it has more to do with saving money than your health. However, she doesn't seem to mind if you spend money going to ball games but she does kind of knock you for being a "low brow." You think that it's because of her that John's not interested in sports and hardly ever goes to games with you. You really care about John and would like to get closer to him, but somehow Cecilia always seems to be in the way. You resent that, but you know Cecilia loves John just as much as you do.

John says he wants to be a doctor. You think it's a pipe dream. You think you could get him a plumbing apprenticeship, and plumbing's a great trade no matter what Cecilia says. Besides he's making money instead of spending it on schooling. You think going to college would be a waste of his time and your money. Here for once you and Cecilia are in accord. However, she's got some crazy idea that he should become an artist or decorator. Next she'll want him to be a hairdresser. Maybe her plans are worse for him than his own. His would be more expensive and take more time. If you thought he could become a doctor, you wouldn't care about the money. It'd be a good investment and you really hate to throw a wrench into John's plans.

INDIVIDUALIZING THE PLACEMENT PROCESS

Lesson 25 Self-Assessment Procedures

Prepared by Susan Kosmo

Student Objectives

1. *The student will be able to identify several self-assessment materials which can be used in conjunction with a school-based placement program.*
2. *The student will be able to identify several resources which can be consulted in locating self-assessment materials.*

Preparatory Activities

Instructor Preparation:

At the beginning of the semester, visit the University bookstore and compile a list of the commercial materials available to help students identify possible career objectives. In particular, check on the availability of:

The Quick Job-Hunting Map. R.N. Bolles. Ten Speed Press, 1975.

Go Hire Yourself An Employer. Richard Irish. Anchor Press/Doubleday, 1973.

Where Do I Go From Here With My Life? J.D. Crystal and R.N. Bolles. Seabury Press, 1974.

If You Don't Kown Where You're Going, You'll Probably End Up Somewhere Else. David Campbell. ARGUS Communications, 1974.

What Color Is Your Parachute? R.N. Bolles, Ten Speed Press, 1972.

Three weeks prior to class, make the following assignment to the students.

Choose one of the following activities to complete for a class on (indicate date of class):

Purchase a copy of Bolles' Quick Job Hunting Map at the bookstore. Complete the self assessment exercises included in the booklet. Prepare a one-page summary as to your impression of the exercise and its applicability in a school-based placement program.

or

Prepare a book report on one of the following guides to career planning:

Instructor: Insert titles you wish them to choose from here.

In the report describe the process the author suggests for identifying career options. Discuss whether this process would be applicable with students in a school-based placement program. The books are available in the University bookstore.

Contact your local J.C. Penney department store and obtain a loan copy of "Career Decisions" and "Finding, Getting and Keeping a Job."

or

Obtain any other materials which have been developed locally (e.g., those prepared by local school systems, the Job Service, or state universities) in the area of self-assessment.

Review: "Individualizing the Placement Process," pp. 122 to 132 in Orientation to the Job Placement Process.

Student Preparation: See above.

Materials Needed:

Copy of Bolles' Quick Job Hunting Map
Copy of locally used or developed materials or J.C. Penney career assessment materials

Class Activities

Student Reports
Materials Review

1. Bolles' Quick Job Hunting Map

   a. Pass around the class a copy of this booklet for the students to examine.

   b. Have those who completed the booklet, report on their experience.

      1. How long did it take?
      2. Were they surprised by the results?
      3. Which of the exercises were the hardest, most valuable, most interesting, etc.?
      4. Would they use this in student placement?
      5. What types of students would find this exercise most valuable?

2. Book Reports

   a. Select several students who reviewed different books to read their reports.

   b. After each report, ask the other students who read that book to comment on their agreement or disagreement with this evaluation.

3. Materials Review

   Present the materials which you brought to the class for students to review. Emphasize that materials dealing with self-assessment can be located through contacts with:

   a. Private businesses
   b. Instructional Materials Centers
   c. State Departments of Education
   d. The Job Service

INDIVIDUALIZING THE PLACEMENT PROCESS

Lesson 26

Introducing Occupational Information

Prepared by Jan Novak

Student Objectives

1. *The student will be able to identify types of occupational information which are necessary in making occupational/job choices.*

2. *The student will be able to identify sources of occupational information useful in an individual's search to learn more about a particular job or occupation.*

3. *The student will be able to describe or abstract several sources of occupational information as to how the particular resource is useful in the search for occupational information.*

Preparatory Activities

Instructor Preparation:

Review: "Individualizing the Placement Process" (especially pages 129-132) in Orientation to the Job Placement Process.

Review: "An Individual Searches for Occupational Information"--lecture/presentation (Attachment A/Lesson 26) which outlines some of the steps and resources encountered as an individual searches for occupational information.

Make Transparencies: Using the transparency masters for "An Individual Searches for Occupational Information" (Attachments B/Lesson 26), have transparencies made for use with overhead projector. (NOTE: You may wish to add additional transparencies presenting local or regional sources.)

Arrange: For the use of an overhead projector.

Obtain: Copies of several sources of occupational information to be available for student use during class. These might include:

telephone book (including yellow pages)
newspapers (including want ads)
Dictionary of Occupational Titles
Occupational Outlook Handbook
Occupational Outlook Quarterly
Labor Market Bulletin
Civil Service Announcements

Duplicate: Sufficient copies of Attachment C/Lesson 26 to allow one copy per student.

Student Preparation:

Review: "Individualizing the Placement Process" (especially pages 129-132) in Orientation to the Job Placement Process.

Materials Needed:

Lecture/presentation (Attachment A/Lesson 26)
Overhead transparencies
Overhead projector
Copies of sources of occupational information
Copies of "Review of an Occupational Choice" worksheet for each member of the class

Class Activities

Presentation/Lecture
Group Workshop
Group Presentation

1. Present "An Individual Searches for Occupational Information" with overhead transparencies to the class. As the steps and resources often encountered during an individual's search for occupational information are presented, questions or discussion from the students may be encouraged.

2. Have the class divide into small work groups in different parts of the room. Dependent upon the number of groups and the number of sources of occupational information collected, distribute one or more of the sources (e.g., telephone book, Dictionary of Occupational Titles, Occupational Outlook Handbook, and newspapers) to each group. Have each group examine the source(s) to determine how it would be useful in a search for occupational information. Have students make a list of the types of information the source(s) contains. After each group has finished this task, have them report to the class as to the information presented and found in the source and as to how it could be used in such a search.

Follow-Up Activity

Have students complete the worksheet "Review of an Occupational Choice." These should be brought to class for discussion (Lesson 27).

AN INDIVIDUAL SEARCHES FOR OCCUPATIONAL INFORMATION

CORRESPONDING TRANSPARENCIES
(Number and content)

#1
Five statements suggesting the importance of one's choice of an occupation

BASIC PRESENTATION

The choice of an occupation may determine whether one will be employed or unemployed.

The choice of an occupation may determine success or failure.

The choice of an occupation may determine whether one will enjoy or detest his/her work.

The choice of an occupation influences almost every other aspect of life.

Occupational choices determine how a democratic society will utilize its manpower.

(Hoppock, 1967, pp. 1-3)

These five reasons, as outlined by Robert Hoppock, begin to suggest why the "wise choice of an occupation is important and why facts about jobs are essential to this choice" (p. 1).

NOTE: The following five paragraphs refer to the five statements presented in transparency #1

One's chances of employment--especially steady employment--will be greater if one selects an occupation where employment is known to be rather stable as opposed to one where employment has a history of being very irregular.

Instructor	Possible Discussion: Ask class members for examples where the occupation chosen may have inhibited or prevented someone's employment.

One's success or failure on the job greatly depends upon the ability of the worker to perform his/her tasks and assignments and to accept any designated responsibilities--a person accepting a job which utilizes his/her weaknesses decreases his/her chances for success on the job.

Instructor Possible Discussion Questions: 1) What, if anything, would be gained if each one of you made an occupational choice based on your needs, abilities and interests? 2) How would the job market and the country be affected if everyone made his/her occupational choice based on needs, abilities and interests?

Every job offers different outlets--emotional, physical and mental. The individual must consider his/her own needs in exploring an occupation and accepting or declining a job offer. Such a large portion of one's time (both at work and at home) revolves around job demands, pressures and achievements that frustration on the job often leads to a general state of unhappiness or dissatisfaction.

Instructor Possible Discussion: Ask several class members to describe an individual they know who is dissatisfied with their job and to relate how this dissatisfaction affects their general attitude.

One's job or occupation determines where one lives, who one meets, where one's children go to school, how often one moves, who one associates with during the day (co-workers), and who one chooses as friends--thus, the economic and social status of the individual (or family) is affected by one's job choice.

Instructor Possible Discussion: Ask class members how their parents' jobs affected their family and family life.

The job choices of individuals affect the country as a whole--for example, if too many people choose to be teachers, many will not be able to find employment. Their talents often go unused, and they may seek employment in areas they may not like or are not as qualified for. They may not be satisfied with their positions and, thus, can become quite frustrated.

Instructor Possible Discussion: Ask the class if anyone knows someone who has "trained" for a particular job or field and has then encountered a large unemployment rate in the field. Could they have done anything to avoid this? If so, what?

If one's occupation is so important to and influential on one's life, how can the placement staff help students and job-seekers make the best decisions? The placement staff's responsibility begins with the individual. Job-seekers and students can't be looked at as a group of people seeking employment, but rather as separate, unique individuals, each seeking the job which will give him/her the greatest amount of satisfaction both on and off the job. Each person needs to know his/her interests, values, abilities, feelings, needs, likes and dislikes--and what s/he wants out of a job. If this attitude of respecting individuality is prevalent as the placement staff works with each person then staff, job-seekers and employers will be more satisfied.

Occupational information is essential in working with people seeking job placement and job satisfaction. First of all, occupational information tells us what jobs there are in the "world of work." After all, we can't consider a job or choose to pursue a career if we don't even know it exists. In addition to telling us what jobs there are, occupational information tells us:

#2
Illustration depicting these seven aspects of occupational information. Numbers correspond to parts of the sketch

1. the nature of the work
2. places of employment
3. required training and job qualifications
4. employment outlook
5. earnings
6. working conditions
7. application and hiring procedures

Instructor Possible Discussion: Have the class briefly discuss how such occupational information relates to the initial five statements which opened this presentation.

The person who becomes familiar with the concept and sources of occupational information will be able to not only use it at the present moment but also during any future job changes, exploration or decision-making.

If one's choice of an occupation is so important to one's life; if the placement staff should help each individual; and if occupational information is essential to this process, where does one begin? As a staff member in a placement center, you may be able to answer some questions about some occupations, but what do you do when you are asked:

> *How many women are employed as statisticians?*
>
> *What does a perferator operator do in the oilfield?*
>
> *How much do cushion builders make?*
>
> *How can I learn to be a fur nailer?*
>
> *Does a range ecologist have to fight forest fires?*
>
> *What exactly does an electroencephalographic technician do?*

Obviously, you are going to need some help answering questions like these and guiding job-seekers in finding answers to their own questions.

To illustrate how one can find occupational information and answer questions about work conditions, earnings, job duties, places of employment and employment outlook, we will look at one person's step by step experience in searching for occupational information.

Cindy, a junior in high school, came to the placement center in her school and told Mrs. Simonds, the placement coordinator, that she wanted to know more about occupational therapy assistants. She had seen a clip on the news about a patient working with an occupational therapy assistant and thought it might be something she would like to do. She had several specific questions she wanted answered:

1. What does an occupational therapist actually do?
2. How much do they make?
3. Do I have to go to school for training? and for how long?
4. Where do they work (hospitals, clinics, or doctors' offices)?
5. What kind of people do they work with?

Mrs. Simonds, the placement coordinator, explained that she would help Cindy use a variety of "tools" to find the answers to her questions. She took her to the placement resource center and introduced Cindy to the Dictionary of Occupational Titles. By looking up "occupational therapy assistant" in the D.O.T., Cindy learned the D.O.T. number and was able to read a definition of the occupation. (Many resources and materials use the D.O.T. code for classification, so she may have needed the code number as she looked for more information.) Her search began by first looking up the job title in the "Alphabetic Index of Occupational Titles," one of the three indexes in the D.O.T. Cindy found the 9-digit D.O.T. code next to the occupational title. She then proceeded to look up the occupation by D.O.T. code in "The Occupational Group Arrangement." Here, jobs are grouped by occupation based on the D.O.T. coding. Cindy read the definition and also looked up "occupational therapist" (176.121-010) on the preceding pages.

#3
Portion of the "Alphabetical Index of Occupational Titles" in D.O.T. containing occupational therapist and occupational therapy assistant

#4
Excerpt from D.O.T ("Occ. Group Arrangement") containing definition of occupational therapy assistant

#5
Excerpt from D.O.T. ("Occ. Group Arrangement") containing definition of occupational therapist

Instructor — Possible Discussion: If students are unfamiliar with the D.O.T., you may wish to include a more complete explanation at this point or following the presentation. NOTE: The discussion presented here is based on the 1977, 4th edition of the Dictionary of Occupational Titles.

Armed with this basic information, Mrs. Simonds then referred Cindy to the Occupational Outlook Handbook. Cindy could either have begun by looking up "occupational therapy assistant" by its title in the alphabetic "Index to Occupations and Industries" or in the "D.O.T. Index" where occupations are listed by D.O.T. code. Cindy chose

#6
Portion of the alphabetic "Index to Occupations and Industries" in the Occupational Outlook Handbook

#7
Portion of "D.O.T. Index" in Occupational Outlook Handbook listing occupational therapy assist.

the latter as she was intrigued with the numbering system. She found the D.O.T. number, the job title and the page number indicating where to look for information. She looked up the job description which was more complete than what she'd found in the D.O.T.--she started reading and found answers to many of her questions.

#8
Excerpt from the Occupational Outlook Handbook. Additional information included in handbook occupational description includes:

- *Places of Employment*
- *Training, Other Qualifications, and Advancement*
- *Employment Outlook*
- *Earnings and Working Conditions*
- *Sources of Additional Information*

(Nature of Work shown in transparency)

Instructor Discussion: Read parts of the occupational description, highlighting important information areas. Refer to Cindy's original questions. You may wish to facilitate a brief class discussion at this point about information presented in the Dictionary of Occupational Titles and the Occupational Outlook Handbook.

Cindy became more and more interested in the work of occupational therapy assistants and had more questions she wanted answered--

1. What schools offer C.O.T.A. training programs (Certified Occupational Therapy Assistant--as explained in the Occupational Outlook Handbook)?
2. Can I get any financial aid for going to school?
3. What courses should I take as a senior next year?
4. Are there any summer jobs or volunteer positions where I could see if I'd really like this kind of work?

She copied down the address of the American Occupational Therapy Association given in the Occupational Outlook

#9
Excerpt from Occupational Outlook Handbook--opening paragraphs describing occupational therapist

Handbook and wrote them a letter asking for more information. She also read the description of "occupational therapist" on the pages preceding "occupational therapist assistants." There she learned more about the people she would be working for--and about a job which she may someday want to pursue.

#10
Portion of a brochure available through the American Occupational Therapy Association presenting general information

#11
Portion of a brochure available through A.O.T.A. describing "occupational therapy," "occ. therapist registered," and "certified occ. therapy assist."

#12
Portion of a brochure from A.O.T.A. indicating accredited occupational therapy programs in the U.S.

The American Occupational Therapy Association sent her several brochures about therapists and assistants in response to her letter. The brochures answered several of her questions and increased her understanding of the occupation. "Occupational therapy" was defined, an accurate picture of the patient was presented, the type of treatment was outlined and the places of work were given. Suggestions as to high school course work were even included in one brochure. In addition. she received information on the type of training required and was able to locate an accredited "occupational therapy assistant associate degree program" near where she lived.

#13
Excerpt from school bulletin indicating courses taken in first year of program

#14
Excerpt from school bulletin--sample descriptions of courses taken during two year program

Cindy was excited when she learned the C.O.T.A. program was offered at Milwaukee Area Technical College as she only lived 45 miles from Milwaukee, Wisconsin. She wrote the school, and they sent her information about the program along with a school bulletin. The bulletin outlined all the courses she would have to take, described the course content, and informed her of

#15
Excerpt from information sheet about C.O.T.A. program offered at Milwaukee Area Technical College and the career field in general

the entrance requirements. A separate sheet gave her additional information about getting into the program, the type of work involved in the occupation and basic skills which might be needed on the job or in the program.

Instructor Possible Discussion: A more lengthy discussion might be included at this point relative to materials which can be obtained from professional organizations, labor unions, vo-tech schools, etc. The overheads could be used as the materials are examined and discussed as to their use as occupational information.

#16
Publication title (masthead) from The Career Education Workshop along with a brief description of occupational therapy assistant included in a section presenting various careers

Mrs. Simonds saw Cindy one day and showed her an article on C.O.T.A.'s which she noticed in The Career Education Workshop (a monthly career education publication containing suggestions and materials for including career education in school programs and classes). She thought Cindy might want the address of the national association mentioned, but Cindy told her that she had already written them and had received some brochures.

Mrs. Simonds also pointed out to Cindy that she might like to read about people who actually are occupational therapists or assistants. Cindy looked through the card catalog file in the school library and talked to the librarian. He suggested some books, including Careers in the Health Field (by Essie E. Lee) and Studs

Terkel's book Working. In Working she found a chapter about an occupational therapist and her views about the job and working in general.

Several months passed while Cindy frequently thought about whether or not she wanted to become an occupational therapy assistant. She came back to the placement center and talked to Mrs. Simonds about her feelings and concerns--Mrs. Simonds suggested she go visit an occupational therapy assistant and learn some things first hand. She could talk to the person about their work and see the actual work tasks and environment. Cindy thought this was a good idea, but didn't know where to go. Mrs. Simonds suggested she look in the want ads to see who was advertising for occupational therapists or assistants. She could try calling the employers listed. Also, she could look in the yellow pages in the phone book for some of the "places of employment" listed in the Occupational Outlook Handbook, the brochures she'd received, and the articles she'd read.

#17
Portion of want ads showing two ads for occupational therapists along with other places which employ people in the health care field

#18 and #19
Excerpts from the yellow pages in the telephone directory tracing search from--

"Occupational Therapy"
to
"Rehabilitation Services"
to
"Nursing Homes"
and
"Health Services"
to
"Rehabilitation Services and Social Service Org."
and
"Occupational Therapy" at a local "Hospital"

Instructor	Possible Discussion: Facilitate a brief discussion about the information which one can find about jobs and occupations in the newspaper, want ads and the telephone book.

It was up to Cindy to keep searching for information--as much as she felt she needed. Some students may have ruled out an occupation after the first or second steps Cindy took--and others may have gone one or two steps further than Cindy. This is only one person searching for information about one specific occupation. Each person's search will take a different course depending on the occupation, the sources available, and their own initiative and motivation. Some job-seekers may only be concerned about working for a particular industry or company, and they may need to explore the various jobs available in the industry or company. Other people may want a job in a specific geographic area, and their search would be designed with the locale in mind. Another individual may have an idea what s/he wants to do, but they may not have any specific job or job title in mind--their search would begin with verbalizing the tasks they wish to perform or the skills and abilities they wish to use. The tailoring of an occupational information search, therefore, must fit the individual's needs. However, the concept of the step-by-step search and use of leads should be emphasized. For example, Cindy's letter to the American Occupational Therapy Association initiated her contact with the vocational education college. This is what an occupational search is all about--looking for information, following up on leads and searching a variety of resources until you find what you want.

#20
Chart illustrating this student's search for occupational information on occupational therapy assistants--several sources stemmed from the placement officer at the placement center while some sources themselves lead to additional sources of information. The broken lines indicate possible future outcomes of this student's occupational information search.

Instructor Possible Discussion: Have the class brainstorm sources and materials which may have been useful to Cindy in her search for occupational information. What other types of information should she look for?

Many schools are now using computer based occupational information systems which are designed to provide quick, accurate and up-to-date occupational information for career decision-making for a variety of publics. The Wisconsin Occupational Information System (WOIS) is one of these systems which contains computerized files for national occupations, state occupations, four year colleges nationwide, two year colleges nationwide, state education and training, financial aids, career resources, graduate schools nationwide and military occupations. Access to the WOIS files is accomplished via a computer terminal located at the school or user site. Structured access allows individuals to insert self descriptions which are used to select occupations or other information--the user is provided with a user guide, worksheets and computer command displays developed for self-instruction and step-by-step identification of job characteristics. The users select from descriptor groups, adding, subtracting or deleting items as they progress through the exploration of the file content. At various points they may ask the computer to print out certain kinds of information such as a list of schools, occupations, career resources or financial aids. The computer may also be asked to print specific information on any one or several of the titles previously listed. For example, the search may have been narrowed to three specific occupations. First the titles of the occupations can be printed and then the complete descriptions of one or all. The printouts provide a permanent record for the student and may be used for discussions with counselors, peers, or parents. When sufficient information has been secured, an appropriate command is entered which signs off the file and prepares the system for selection of another file.

A system such as this enables easy and immediate access to occupational information by students and staff and can relieve professional staff of the time necessary for gathering, filing and relocating information. Use of such systems, however, is dependent upon the specific placement center and program, and can be considered as an alternate or supplementary source of occupational information. For more information on computerized information systems, contact:

Association of Computer Based-Systems for Career
Information
670 American Center Building
St. Paul, Minnesota 55101

or

Division of Career Information Services
Employment and Training Administration
U.S. Department of Labor
601 D Street, N.W.
Washington, D.C. 20210

Instructor Possible Summary Discussion Questions:

1. What should the placement person do if the student or job-seeker doesn't look for information on his/her own? What can you do to motivate the individual or how can you encourage them to obtain information? Is this the job of the placement staff?

2. Why is the individual important in the operation of a school-based placement program? Why is individualized occupational information important?

3. What types of activities, materials and programs can the placement staff utilize and incorporate into the programming to make occupational information relevant to the job-seekers they are working with?

NOTE: When preparing the overhead transparencies for use with the presentation, it is suggested that you highlight the important areas of information on the transparencies with a colored marker. This will make the information more visible and outstanding to the audience. Also, the second transparency (illustration) can be colored in for more effectiveness. You may also wish to add to or substitute local, regional or state materials for the suggested transparencies.

The choice of an occupation may determine whether one will be employed or unemployed.

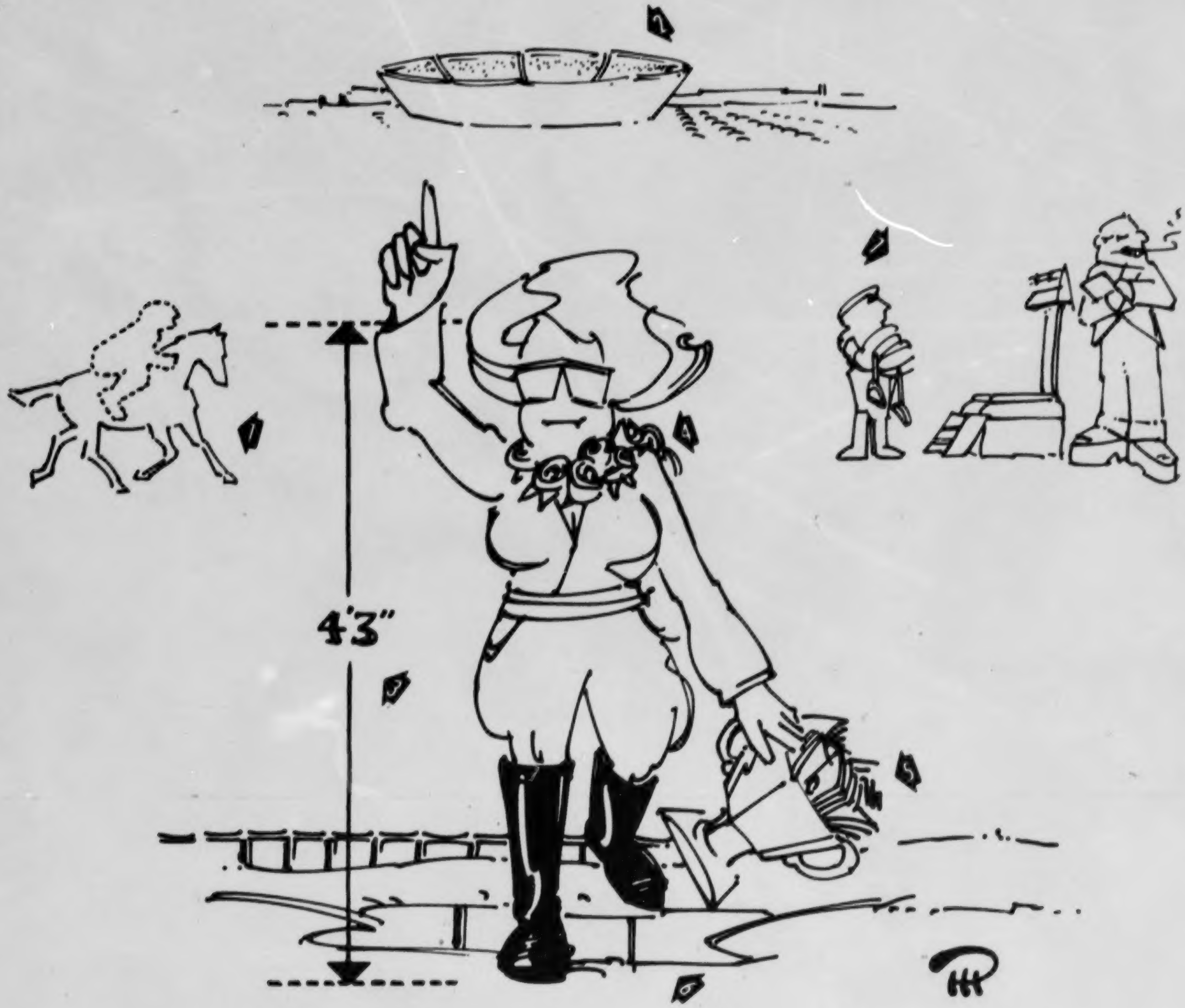
The choice of an occupation may determine success or failure.

The choice of an occupation may determine whether one will enjoy or detest his/her work.

The choice of an occupation influences almost every other aspect of life.

Occupational choices determine how a democratic society will utilize its manpower.

ROBERT HOPPOCK



1. The nature of the work
2. Places of employment
3. Required training and job qualifications
4. Employment outlook
5. Earnings
6. Working conditions
7. Application and hiring procedures

DICTIONARY OF OCCUPATIONAL TITLES

O

OAK TANNER (leather mfg.) 582.482-018
observer (tel. & tel.) 239.367-026
OBSERVER, ELECTRICAL PROSPECTING (petrol. production)
010.261-014
OBSERVER, GRAVITY PROSPECTING (petrol. production) 010.261-
018
observer helper (petrol. production) 939.364-010
OBSERVER HELPER, GRAVITY PROSPECTING (petrol. produc-
tion) 939.663-010
OBSERVER HELPER, SEISMIC PROSPECTING (petrol. production)
939.364-010
OBSERVER, SEISMIC PROSPECTING (petrol. production) 010.161-
018
OBSTETRICIAN (medical ser.) 070.101-054
OCCUPATIONAL ANALYST (profess. & kin.) 166.067-010
occupational-safety-and-health-compliance officer (gov. ser.) 168.167-
062
OCCUPATIONAL-SAFETY-AND-HEALTH INSPECTOR (gov. ser.)
168.167-062
OCCUPATIONAL THERAPIST (medical ser.) 076.121-010
OCCUPATIONAL THERAPY AIDE (medical ser.) 355.377-010
OCCUPATIONAL THERAPY ASSISTANT (medical ser.) 076.364-010
OCEANOGRAPHER, ASSISTANT (military ser.) 025.267-010
OCEANOGRAPHER, GEOLOGICAL (profess. & kin.) 024.061-018
OCEANOGRAPHER, PHYSICAL (profess. & kin.) 024.061-030
OCTAVE TUNER (musical inst.) 730.381-058
ocularist (optical goods) 713.261-014
ocularist, glass (optical goods) 713.261-010
oculist (medical ser.) 070.101-058
ODD BUNDLE WORKER (tobacco) 529.687-166
odd-job worker (dom. ser.) 301.687-010

OIL-FIELD EQUIPMENT MECHANIC (petrol. production) 629.381-
014
OIL-FIELD EQUIPMENT MECHANIC SUPERVISOR (petrol. produc-
tion) 629.131-014
OIL-FIELD-PIPE-LINE SUPERVISOR (petrol. production) 862.131
022
OIL-HOUSE ATTENDANT (clerical) 222.387-058
OILING-MACHINE OPERATOR (felt goods; leather mfg.) 582.68
050
OILING-MACHINE OPERATOR (iron & steel) 599.685-074
OILING-MACHINE OPERATOR (paper & pulp; paper go
534.685-018
OIL-PAINT SHADER (paint & varn.) 550.381-014
OIL-PIPE INSPECTOR (petrol. production) 930.267-010
OIL-PIPE-INSPECTOR HELPER (petrol. production) 930.364-01
OIL PUMPER (petrol. production) 914.382-010
oil-pump-station operator, chief (pipe lines) 914.132-014
OIL-RAG WASHER (any ind.) 361.685-018
OIL-RECOVERY-UNIT OPERATOR (petrol. refin.) 549.382-01
OIL-SEAL ASSEMBLER (leather prod.) 739.684-138
OILSEED-MEAT PRESSER (oils & fats) 521.685-242
OIL-SPOT WASHER (house furn.; textile) 689.687-050
oil sprayer (const.) 853.663-018
OIL SPRAYER (const.) 869.687-026
OIL SPRAYER (leather mfg.) 584.687-014
oil-spreader operator (const.) 853.663-018
oil-spreader-truck operator (const.) 853.663-018
oil tester (petrol. refin.) 029.261-022
oil-well-electrical-wall-sampling-device operator (petrol.
931.361-010

Transparency #3

DICTIONARY OF OCCUPATIONAL TITLES

of prostheses and devices, such as braces, crutches, or canes and in use of manually controlled vehicles. Directs blind persons in foot travel. Prepares progress reports of patient's emotional reactions to and progress in training by observing patient during exercises to provide clinical data for diagnosis and prognosis by rehabilitation team. Directs patients in techniques of personal hygiene to compensate for permanent disabilities.

076.364-010 OCCUPATIONAL THERAPY ASSISTANT (medical ser.)

Assists OCCUPATIONAL THERAPIST (medical ser.) in administering occupational therapy program in hospital, related facility, or community setting for physically, developmentally, or emotionally handicapped clients: Assists in evaluation of clients daily living skills and capacities to determine extent of abilities and limitations. Assists in planning and implementing programs utilizing activities selected to restore, reinforce, and enhance task performances, diminish or correct pathology, and to promote and maintain health. Designs and adapts equipment and working-living environment. Fabricates splints. Reports information and observations to supervisor. Carries out general activity program for individuals or groups. Assists in instructing patient and family in home programs as well as care and use of adaptive equipment. Prepares work materials, assists in maintenance of equipment, and orders supplies. May be responsible for maintaining observed information in client records.

077 DIETITIANS

This group includes occupations concerned with the application of the principles of nutrition to plan and supervise the preparation and serving of meals. Includes planning menus and diets for special nutritional requirements; participating in research; or instructing in the field of nutrition.

077.061-010 DIETITIAN, RESEARCH (profess. & kin.) research nutritionist.

Conducts nutritional research to expand knowledge in one or more
phases of dietetics: Plans, organizes, and conducts programs in nutri-
and food service systems, evaluating and utilizing ap-
d tools to carry out program. Studies and
nutrition for application in cur-
research, and for in-
and

epidemiologic studies with nutritional component. Evaluates food service systems and makes recommendation for conformance level that will provide optional nutrition and quality food if associated with group care institutions. May be employed by public health agency and be designated as NUTRITIONIST, PUBLIC HEALTH (gov. ser.).

077.127-014 DIETITIAN, CLINICAL (profess. & kin.) dietitian, therapeutic.

Plans and directs preparation and service of diets prescribed by PHYSICIAN (medical ser.): Consults medical, nursing, and social service staffs concerning problems affecting patients' food habits and needs. Formulates menus for therapeutic diets based on indicated physiologic and psychologic needs of patients and integrates them with basic institutional menus. Inspects meals served for conformance to prescribed diets and standards of palatability and appearance. Instructs individuals and their families on nutritional principles, dietary plans, food selection, and preparation. May engage in research. May teach nutrition and diet therapy to DIETETIC INTERNS (profess. & kin.), medical and nursing staff, and students [DIETITIAN, TEACHING (profess. & kin.)].

077.127-018 DIETITIAN, CONSULTANT (profess. & kin.) institutional-nutrition consultant.

Advises and assists personnel in public and private establishment
such as hospitals, health-related facilities, child-care centers, a
schools, in food service systems and nutritional care of clients: Eva
ates and monitors all aspects of food service operation, making reco
mendations for conformance level that will provide nutritiona
adequate, quality food. Plans, organizes, and conducts orientation
in-service educational programs for food service personnel. Deve
menu patterns. Assesses, develops, implements, and evaluates n
tional-care plans and provides for followup, including written re
Consults with health care team concerning nutritional care of c
Confers with designers, builders, and equipment personnel in pla
for building or remodeling food service units.

077.127-022 DIETITIAN, TEACHING (profess. & kin.)

Plans, organizes, and conducts educational programs in di
nutrition, and institution management for DIETETIC IN
(profess. & kin.), nursing students, and other medical pe
Develops curriculum and prepares manuals, visual aids, course
and other material used in teaching. Lectures students on co
and values of foods, principles of nutrition, menu plann
therapy, food cost control, marketing, and administration of d
ment. May engage in research.

rehabilitative therapy. May recommend patient fees for therapy based on use of equipment and therapy staff. May serve as rehabilitative therapy consultant to employers, educational institutions, and community organizations.

076.121-010 OCCUPATIONAL THERAPIST (medical ser.)

Plans, organizes, and conducts occupational therapy program in hospital, institution, or community setting to facilitate rehabilitation of mentally, physically, or emotionally handicapped: Plans program involving activities, such as manual arts and crafts, practice in function, prevocational, vocational, and homemaking skills and activities of daily living, and participation in sensorimotor, educational, recreational, and social activities designed to help patients regain physical or mental functioning or adjust to handicaps. Consults with other members of rehabilitation team to select activity program consistent with needs and capabilities of each patient and to coordinate occupational therapy with other therapeutic activities. Selects constructive activities suited to individuals physical capacity, intelligence level, and interest to upgrade patient to maximum independence, prepare patient for return to employment, assist in restoration of functions, and aid in adjustment to disability. Teaches patients skills and techniques required for participation in activities and evaluates patients' progress. Designs and constructs special equipment for patient and suggests adaptations of patient's work-living environment. Requisitions supplies and equipment. Lays out materials for patients' use and cleans and repairs tools at end of sessions. May conduct training programs or participate in training medical and nursing students and other workers in occupations therapy techniques and objectives. May design, make, and fit adaptive devices, such as splints and braces, following medical prescription. May plan, direct, and coordinate occupational therapy program and be designated DIRECTOR, OCCUPATIONAL THERAPY (medical ser.).

076.121-014 PHYSICAL THERAPIST (medical ser.) physiotherapist.

Plans and administers medically prescribed physical therapy treatment programs for patients to restore function, relieve pain, and prevent disability following disease, injury, or loss of body part, working at hospital, rehabilitation center, nursing home, home-health agency, or in private practice: Reviews and evaluates PHYSICIAN'S (medical ser.) referral (prescription) and patient's medical records to determine physical therapy treatment required. Performs patient tests, measurements, and evaluations, such as range-of-motion and manual-muscle tests, gait and functional analyses, and body-parts measurements, and records and evaluates findings to aid in establishing or revising specifics of treatment programs. Plans and prepares written treatment program based on evaluation of available patient data. Administers manual therapeutic exercises to improve or maintain muscle function, applying precise amounts of manual force and guiding patient's body parts through selective patterns and degrees of movement. Instructs, motivates, and assists patients in nonmanual exercises, such as active regimens, isometric, and progressive resistive, and in functional activities, such as ambulation, transfer, and daily-living activities, using weights, pulleys, exercise machines, mats, steps, and inclined surfaces, and assistive and supportive devices, such as crutches, canes, parallel bars, orthoses, and prostheses. Administers treatments involving application of physical agents, such as light, heat, water, and electricity, using equipment such tanks and whirlpool baths, moist packs, ultraviolet and generators, and diathermy and ultrasound various intensities and dura- Administers

complex treatments, such as certain types [illegible] tional training, and monitor administration of other [illegible]

076.124-010 MANUAL-ARTS THERAPIST (medical ser

Instructs patients in prescribed manual arts activi[illegible] anatomical and physiological deconditioning, and to assi[illegible] ing, improving, or developing work skills: Collaborates with [illegible] bers of rehabilitation team in planning and organizing work a[illegible] consonant with patients' capabilities and disabilities. Teaches [illegible] of actual or simulated work situations, activities, such as wood[illegible] photography, metalworking, agriculture, electricity, and graphic a[illegible] Prepares reports showing development of patient's work tolerance a[illegible] emotional and social adjustment to aid medical personnel in evaluati[illegible] patient's progress and ability to meet physical and mental demands [illegible] employment.

076.124-014 RECREATIONAL THERAPIST (medical ser.)

Plans, organizes, and directs medically approved recreation program for patients in hospitals and other institutions: Directs and organizes such activities as adapted sports, dramatics, social activities, and arts and crafts, regulating content of program in accordance with patients' capabilities, needs, and interest. Prepares reports for patient's physician or treatment team, describing patients' reactions, and symptoms indicative of progress or regression.

076.127-010 ART THERAPIST (medical ser.)

Plans and conducts art therapy programs in public and private institutions to rehabilitate mentally ill and physically disabled patients: Con fers with members of medically oriented team to determine nature o patient illness. Recommends art therapy program for patients. Devise program and instructs patients in art techniques. Encourages and guid patient participation. Appraises patients' art projections and recove progress. Reports findings to other members of treatment team a counsels on patient's response until art therapy is discontinued. Ma tains and repairs art materials and equipment.

076.127-014 MUSIC THERAPIST (medical ser.)

Plans, organizes, and directs music activities and learning experie as part of care and treatment of patients to influence behavi changes leading to increased experience and comprehension of self environment: Collaborates with other members of rehabilitation te planning music activities in accordance with patients' needs, ca ties, and interests. Directs and participates in instrumental and music activities designed to meet patients' needs, such as solo or singing, rhythmic and other creative music activities, music lis playing in bands or orchestras, or attending concerts. Instructs p in prescribed instrumental or vocal music. Studies and analyzes p reactions to various experiences and prepares reports describin toms indicative of progress or regression. Submits periodic re treatment team or PHYSICIAN (medical ser.) to provide clin for evaluation.

076.167-010 INDUSTRIAL THERAPIST (medical se

Arranges salaried, productive employment in actual work ment for mentally ill patients, to enable patients to perform prescribed work activities, and to motivate and prepare p resume employment outside hospital environment. Determine tivities for greatest therapeutic value for particular patient w of patient's disability. Plans work activities in coordination members of rehabilitation team. Assigns patient to work evaluates patient's progress. Processes payroll records a tribution.

NTATION THERAPIST FOR THE BL

of blind, orientat[illegible]

OCCUPATIONAL OUTLOOK HANDBOOK--

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OCCUPATIONAL THERAPY ASSISTANTS & AIDES

(D.O.T. 079.368)

Nature of the Work

Occupational therapy assistants work under the supervision of professional occupational therapists to help rehabilitate patients who are physically and mentally disabled. They help plan and implement programs of educational, vocational, and recreational activities that strengthen patients' muscle power, increase motion and coordination, and develop self-sufficiency in overcoming disabilities.

Occupational therapy assistants teach clients self-care skills such as dressing, eating, and shaving; work-related skills such as the use of power tools; and recreational and social activities such as games, dramatics, and gardening. They also may teach creative skills such as woodworking, ceramics, and graphic arts.

Assistants must be able to teach a broad range of skills because of the wide variety of patients. They may work either with groups or with individual patients. When treating patients with diseases, assistants usually work under the supervision of professional occupational therapists. In other situations, such as organizing crafts projects for handicapped persons living in institutions, they may function independently, with only periodic consultation with professionals.

Occupational therapy aides order supplies, prepare work materials, and help maintain tools and equipment. They also may keep records on patients, prepare clinical notes, and perform other clerical duties.

Occupational therapy assistants must be able to teach a broad range of skills.

Some small occupational therapy departments may consist only of a therapist and one other worker. In these cases, the assistant or aide may assume most of the duties of an occupational therapist, within the limits of his or her training.

clinics. A small number are members of the Armed Forces.

Occupational therapy aides work in the same locations as assistants, but they generally are most often employed in hospitals.

Training, Other Qualifications, and Advancement

OCCUPATIONAL THERAPISTS

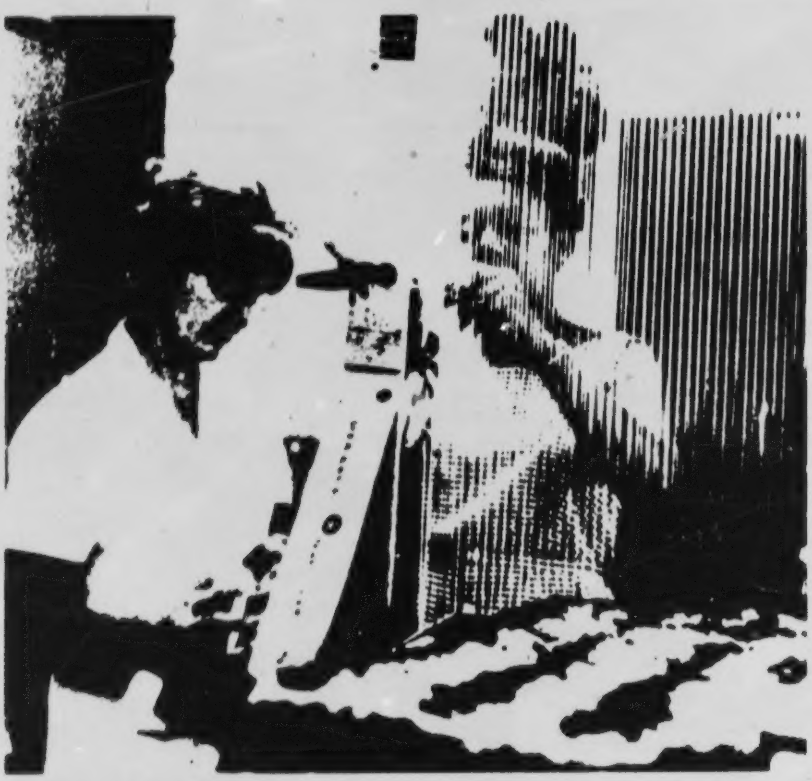
(D.O.T. 079.128)

Nature of the Work

Occupational therapists plan and direct educational, vocational, and recreational activities designed to help mentally and physically disabled patients become self-sufficient. They evaluate the capacities and skills of clients, set goals, and plan a therapy program together with the client and members of a medical team which may include physicians, physical therapists, vocational counselors, nurses, social workers, and other specialists.

About two therapists out of five work with emotionally handicapped patients, and the rest work with physically disabled persons. These clients represent all age groups and degrees of disability. Patients participate in occupational therapy to determine the extent of abilities and limitations; to regain physical, mental, or emotional stability; to relearn daily routines such as eating, dressing, writing, and using a telephone; and, eventually, to prepare for employment.

Occupational therapists teach manual and creative skills such as



Occupational therapists help handicapped people prepare for employment.

The Occupational Therapist

A Professional Profile

The Heart of the Matter

The profession of occupational therapy is concerned with human lives that have been disrupted by physical injury or accident, birth defects, aging, emotional or developmental problems. While *physical* therapy restores the use of muscles, *occupational* therapy translates the ability to move — no matter how limited — into activities that are personally fulfilling.

The occupational therapist puts knowledge, experience and compassion to work in programs designed to help patients regain their well-being and their "occupation." The definition of occupation is most important. Rather than referring to a person's employment, occupation means being occupied in meaningful day to day living activities including work, leisure and play.

For example, a growing infant has muscular, perceptual and motor skills to develop. A child is occupied with building his physical and mental skills, an adult with working to establish and maintain a satisfying and balanced life. An elderly person is concerned with maintaining his greatest possible fitness, strength and independence. Whenever performance is impaired, when independence is threatened, the occupational therapist can perform valuable service.

Each patient's case is special. Full recovery may or may not always be possible. If the impairment is severe, the patient can learn to compensate by developing skills and using adaptive equipment which make activity possible such as splints, wheel chairs, canes or walkers and prosthetic devices. In every case, the occupational therapist encourages patients to make the maximum effort and build upon the strengths they have.

Who is the Patient?

The patient is anyone whose life has been affected by impairment or pathology such as cerebrovascular accident (stroke), arthritis, cerebral palsy, mental retardation, spinal cord injury, amputation, trauma, burns, visual, auditory and speech disorder and psychiatric problems.

OT

Occupational Therapy is a health profession providing services to people whose lives have been disrupted by physical injury or illness, developmental problems, the aging process and social or psychological difficulties. In addition to services to the well population, Occupational Therapists help communities and agencies prevent disability and reduce those factors or conditions which hinder healthy development.

OTR

OTRs, as college graduates, have completed either a bachelor's degree in occupational therapy after four years in an accredited occupational therapy program; two years at a liberal arts college and two years in an occupational therapy program, or a master's degree in occupational therapy following a bachelor's degree in a related field of science or liberal arts.

COTA

COTAs are high school graduates or the equivalent who complete an associate degree program in an accredited university, or junior/community college, or a one-year certificate program in an accredited educational institution.

Educational Programs In Occupational Therapy

1977 - 1978

KEY:

1. Baccalaureate degree program
2. Certificate program for students with a degree in other than occupational therapy (advanced standing, post baccalaureate)
3. Master's degree program for students with a degree in other than occupational therapy
4. Master's degree program for registered occupational therapists
5. Doctoral program either Ph.D. or Ed.D. in occupational therapy
6. Occupational therapy assistant associate degree program
7. Occupational therapy assistant certificate program

++ Accreditation pending. (Letter of Support received from AOTA.)
* Accepts out-of-state students.

Programs keyed 1 through 3 are accredited by the Committee on Allied Health Education and Accreditation of the American Medical Association in collaboration with the American Occupational Therapy Association. These programs prepare students at the professional level.

Programs keyed 6 and 7 are approved by the American Occupational Therapy Association and prepare students at the technical level.

On-site evaluations for program accreditation/approval are conducted at five year intervals. The dates on this list indicate the academic year when the next evaluation is scheduled.

For more specific information contact the schools directly.

ALABAMA

1,4 81/82
*ALABAMA, UNIVERSITY OF, IN BIRMINGHAM
Regional Technical Institute
University Station
Birmingham, AL 35294
Elizabeth A. Moyer, MS, OTR, Chair,
Dept. of Occupational Therapy

6 81/82
*REGIONAL TECHNICAL INSTITUTE
University of Alabama in Birmingham
University Station
Birmingham, AL 35294
Jacquelyn Moore, MA, OTR, Director,
Occupational Therapy Assistant Prgm.

COLORADO

1,4 80/81
*COLORADO STATE UNIVERSITY
College of Home Economics
100 Humanities Building
Fort Collins, CO 80523
Alice C. Jantzen, Ph.D., OTR, FAOTA
Head, Occupational Therapy Dept.

CONNECTICUT

6 79/80
*MANCHESTER COMMUNITY COLLEGE
Manchester, CT 06040
Janet S. Small, OTR, Coordinator,
Occupational Therapy Ass't Curr.

GEORGIA

1,4 79/80
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Augusta, GA 30901
Nancy D. Prendergast, M.Ed., OTR, FAOTA
Chair, Occupational Therapy Dept.

HAWAII

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KAPIOLANI COMMUNITY COLLEGE
Allied Health Department
4303 Diamond Head Road
Honolulu, HI 96816

Transparency #12

SERVICE AND HEALTH OCCUPATIONS DIVISION
Health Occupations

Occupational Therapy Assistant (5-14 OT Asst)

ASSOCIATE DEGREE PROGRAM
Occupational Therapy Assistant (10)5-14:1

FIRST YEAR			*CREDITS* *1st Sem.*	*CREDITS* *2nd Sem.*
OT Asst	101	Introduction to the Health Care Team and Patient Care Procedures	1	
OT Asst	103	Medical Diseases, Disabilities, and Terminology	3	
OT Asst	110	Introduction to Occupational Therapy Theory	3	
OT Asst	112	General Woodworking — Machine and Hand Tools	2	
Clo	100	Sewing Techniques for Occupational Therapy Assistants	2	
Com Art	161	Fundamentals of Design	1	
*Eng	201	English 1 *or*		
Eng	151	Communication Skills 1	3	
Soc Sci	231	General Psychology	3	
OT Asst	120	Occupational Therapy Media		3
OT Asst	124	Standard First Aid and Cardiopulmonary Resuscitation		1
OT Asst	126	Osteology, Myology, and Kinesiology		1
*Eng	202	English 2 *or*		
Eng	152	Communication Skills 2		3
Nat Sci	103	Anatomy and Physiology		5
Phy Ed	154	Recreational, Social, and Physical Activity		2
Soc Sci	134	Human Growth and Development		3
			18	18

112 GENERAL WOODWORKING — MACHINE AND HAND TOOLS

This course is an introduction to the use of hand tools, hand power tools, and woodworking machines. Safety rules are included along with identification and ordering of materials. In practical application, students complete projects to test their workmanship and knowledge.

Credit: 2

120 OCCUPATIONAL THERAPY MEDIA

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Credit: 3

124 STANDARD FIRST AID AND CARDIOPULMONARY RESUSCITATION

This course is limited to students in the Occupational Therapy Assistant program. It includes lectures, demonstrations, and student practice skills as outlined in the courses offered by the American Red Cross for Standard First Aid and the Basic Life Support Course in Cardiopulmonary Resuscitation. Upon successful completion of the course, students will be certified in both areas.

Credit: 1

126 OSTEOLOGY, MYOLOGY, AND KINESIOLOGY

The human musculoskeletal system is analyzed to determine the
ion of the body's bones and muscles and their function in total
ent. Identification of planes, axes, motions of the body,
bony landmarks and joints, origins and insertions,
ll major voluntary muscles, spinal cord and
muscles, center of gravity, equilib-
ion in the human body are
ent registration in

Credit: 1

OCCUPATIONAL THERAPY ASSISTANT

(Service and Health Occupations Division of MATC)

Two-Year Program Leading
to the Degree of
Associate in Applied Science

**Certified Occupational
Therapy Assistant*
Certified Remotivator***

What Kind of Work Does This Career Field Cover? Occupational therapy assistants participate in medically oriented occupational programs in hospitals or similar institutions to rehabilitate patients who are physically or mentally ill.

What Is a Typical Work Assignment? Utilize creative and industrial arts, recreational, educational, and social activities, prevocational evaluations, and training in everyday activities, such as personal care and homemaking; consult with other members of rehabilitation team to coordinate therapeutic activities for individual patients; write reports on patient's progress and reactions to occupational therapy; requisition necessary equipment and supplies; maintain tools in good working conditions.

Who Are Some Major Employers? Occupational therapy assistants will work in a variety of settings such as hospitals and clinics, rehabilitation facilities, long-term care facilities, extended care facilities, sheltered workshops, schools and camps, private homes, housing projects, and community agencies and centers.

How Can I Get Further Information From Representatives in This Field?
Wisconsin Occupational Therapy Association

What Kind of Salary Can I Expect Upon Graduation? (Based on 1976 graduates): Salary range of $519 to $722 per month with an average of $619.

What Are the Typical Hours and Working Conditions? In most hospitals certified occupational therapy assistants work an 8:00 a.m. to 5:00 p.m. day with some Saturdays. In psychiatric and community settings, evenings and weekend work hours are more frequent and often expected.

What Kind of Demand Is There for People In This Field? The demand has increased particularly because of concern for lowering costs of health care and expansion of occupational therapy services into new areas of practice.

How Can I Get Into This Program? Applicants must show college-level ability as evidence by ACT or SAT scores (ACT preferred). Furthermore, applicants should be high school graduates or have high school equivalency, be in the upper half of their class, and possess at least a C plus average in academic courses. In addition, applicants must have passed one year of a biological science.

Applications for this program, which begins

THE CAREER EDUCATION ? WORKSHOP

Parker Publishing Company, Inc., West Nyack, New York 10994

Edited by: Muriel Schoenbrun Karlin

Legal assistants aid lawyers by summarizing and indexing written testimonies needed in court cases, preparing legal documents, and gathering technical information from legal digests and encyclopedias.

A two-year training program for legal assistants has been recommended by the American Bar Association. If interested, the student should write to the American Bar Association Special Committee on Legal Assistants, 115 East 60th Street, Chicago, Illinois 60637.

Since this is a brand new field, few statistics are available for it.

Medical and Dental Assistants

Medical and dental assistants are sometimes trained on the job, while some are trained in two-year college programs. For information about medical assistants, write to the American Association of Medical Assistants, 1 East Wacker Drive, Suite 1510, Chicago, Illinois 60601. For dental assistants, write to the American Dental Assistants Association, 211 East Chicago Avenue, Chicago, Illinois 60611.

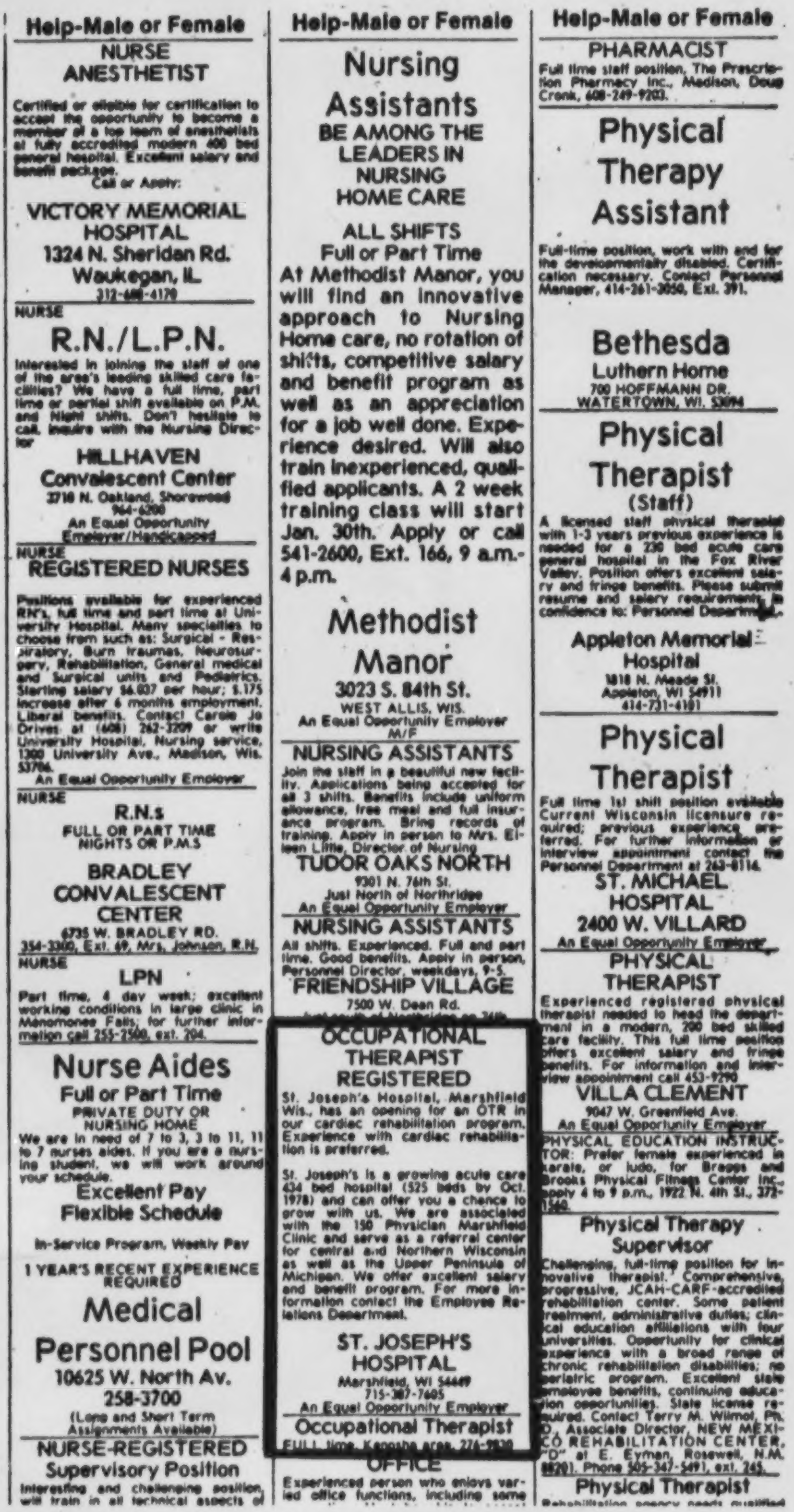
Occupational Therapy Assistants

Occupational therapy assistants work under the guidance of occupational therapists whose activities are designed to rehabilitate patients who are mentally or physically disabled. Assistants may offer instruction in creative skills such as woodworking, ceramics, dramatics, or gardening.

Training is available in hospitals, vocational or technical programs, and in junior colleges. There were 6,000 assistants in 1970, and here too the outlook is very good for an increased number of jobs in the future. For more information about the opportunities in this field, contact the American Occupational Therapy Association, 6000 Executive Boulevard, Rockville, Maryland 20852.

Accounting Technicians

Accounting technicians perform duties that are traditionally assigned to beginning accountants. This is a brand new career area; a two-year community college program has been recommended by the American Institute of Certified Public Accountants, 666 Fifth Avenue, New York, New York 10019.



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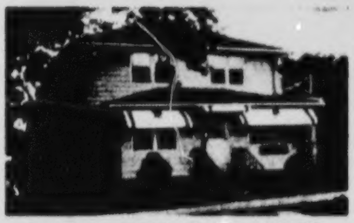

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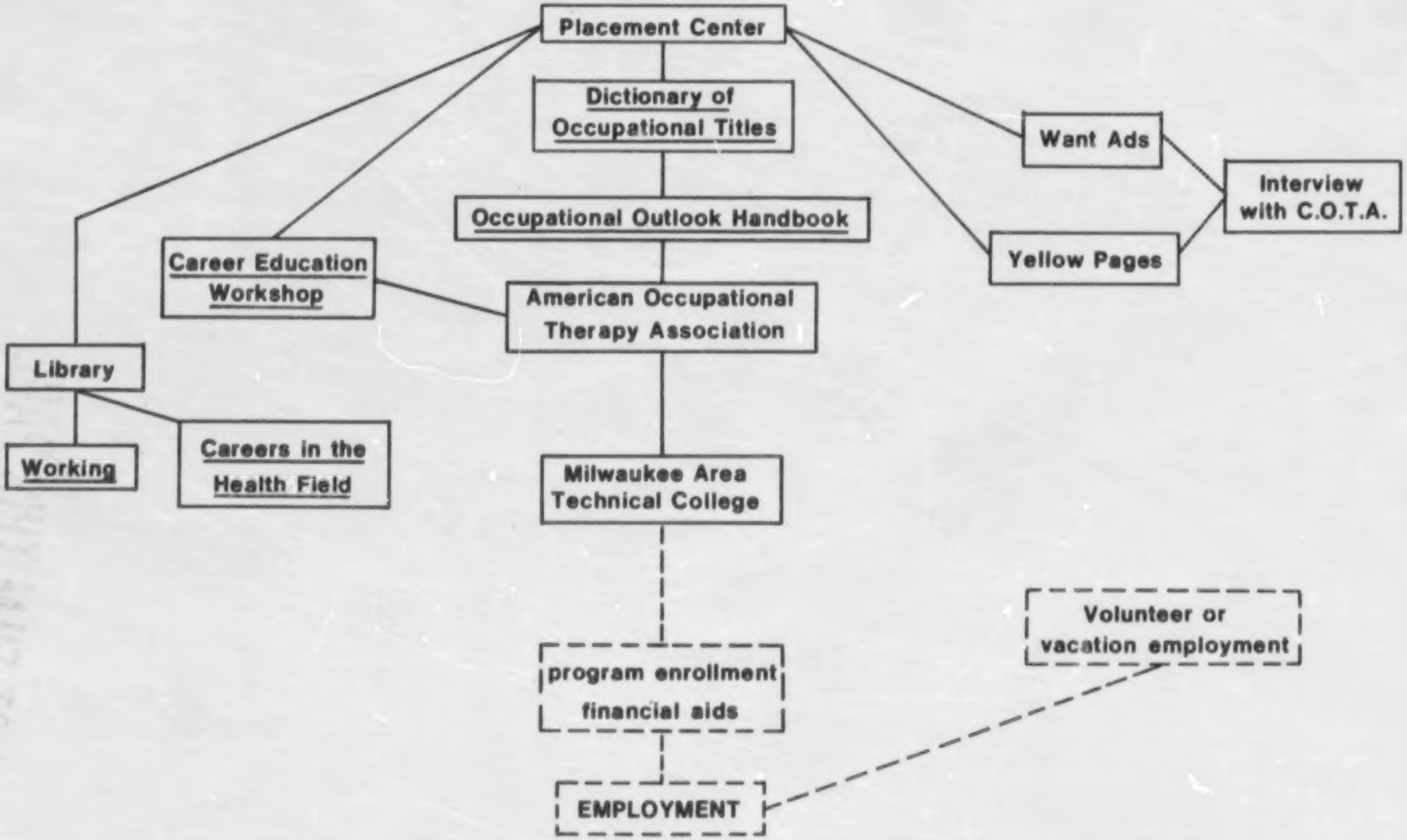
PATIENT INFORMATION ---267-6036
ADMITTING ---------------267-6020
ALCOHOLISM PROGRAM AND EDUCATION CENTER ----267-6291
FINANCIAL SERVICES
Patient Billing
Blue Cross ------------267-6041
Other Insurance --------267-6040
Outpatient ------------267-6042
Medicare -------------267-6043
Credit Department --------267-6046
Accounting-Payroll --------267-6296
DEVELOPMENT -----------267-6117
DIETARY ------------------267-6131
Therapeutic Dietician -----267-6132
LABORATORY -------------267-6261
MEDICAL RECORDS --------267-6030
MEDICAL SURGICAL FOUNDATION -----------267-6117
NURSING SERVICE OFFICE--267-6010
OCCUPATIONAL THERAPY --267-6173
PATIENT SERVICE ---------267-6027
PERSONNEL --------------267-6050
PHARMACY ---------------267-6160
PHYSICAL MEDICINE ------267-6175
PHYSICAL THERAPY ------267-6171
PLANT & ENGINEERING ---267-6136
PUBLIC RELATIONS -------267-6117
PURCHASING ------------267-6066
SPEECH & HEARING THERAPY -------------267-6174
X-RAY -------------------267-6090
SCHOOL OF NURSING
Student Nurses Dorm------267-6250
Registrar's Office --------267-6271
1010 Mound ---------------**267-6271**
Mendota State Hospital
301 Troy dr--244-2411

An Individual's Search for Occupational Information

(Occupational Therapy Assistant)


Placement Center
Dictionary of Occupational Titles
Occupational Outlook Handbook
American Occupational Therapy Association
Career Education Workshop
Library
Working
Careers in the Health Field
Milwaukee Area Technical College
program enrollment financial aids
EMPLOYMENT
Want Ads
Yellow Pages
Interview with C.O.T.A.
Volunteer or vacation employment

Transparency #20

Attachment C/
Lesson 26

Review of an Occupational Choice

1. Select a job you have had in the past (full-time, part-time, or vacation employment). ____

2. List below the information you knew about the job when you decided to accept it. Do not include what you learned about the job during that particular work experience.

____________________________ ____________________________
____________________________ ____________________________
____________________________ ____________________________
____________________________ ____________________________
____________________________ ____________________________

3. A) Numerically rank the information you listed above (#2) as to which influenced your decision to accept the job the most ("1" being the most influential).

   B) What other factors--in addition to the information ranked--were extremely influential in your decision?

   __________________________ ____________________________
   __________________________ ____________________________
   __________________________ ____________________________
   __________________________ ____________________________

4. Looking back on your decision to accept the job and on what you learned and experienced while working on that job, list things you should have known about the job before you accepted it. This information may have made it easier for you to learn the job and to adjust to the work situation or it may have made you decide to not accept the job.

____________________________ ____________________________
____________________________ ____________________________
____________________________ ____________________________
____________________________ ____________________________

5. List information and factors which have influenced you to accept or decline other jobs.

Accept a Job	Decline a Job
____________________________	____________________________
____________________________	____________________________
____________________________	____________________________
____________________________	____________________________

INDIVIDUALIZING THE PLACEMENT PROCESS

Lesson 27 Using Human Resources for Information

Prepared by Jan Novak

Student Objectives

1. *The student will be able to obtain occupational information from an individual through a question and answer format (interview).*
2. *The student will be able to organize a search for occupational information for a specific occupation.*
3. *The student will be able to collect occupational information specific to one occupation.*

Preparatory Activities

Instructor Preparation:

Duplicate: Sufficient copies of Attachments A and B/Lesson 27 to allow one copy each per student.

Student Preparation:

Activity: Complete student follow-up activities (Lesson 26) and be prepared to present ideas to class.

Materials Needed:

Copies of "Occupational Questionnaire" and "Making Occupational Decisions" for each member of the class

Class Activities

Student Presentations
Group Discussion

1. Have several students present their thoughts as to what they personally should have known about a particular job before making the decision to take that employment opportunity. (THIS IS BASED ON THE STUDENT FOLLOW-UP ACTIVITY--LESSON 26--AND THE WORKSHEET THEY COMPLETED, "Review of an Occupational Choice.") Have other students add any ideas or types of information not mentioned.

2. Have each student talk to the class about a job s/he had held in the past (full-time, part-time, or vacation employment) indicating the job/occupational title, one thing s/he liked about it, and one thing s/he disliked about it. Then, invite the class to ask any questions they want about that particular occupation. For some occupations there will not be any questions, but for others there may be so many that it may be best to set a time limit for discussion per occupation.

   A following discussion should emphasize that one accessible source of occupational information is the individual--whether it be a classmate, friend, parent, employer, or employee. A brief "brainstorming" session could then identify some of the pro's and con's of using the different human resources in one's search for occupational information. (This activity adapted from Robert Hoppock, Occupational Information.)

3. Compile a list on the blackboard of all the different jobs which have been held by the class as a whole. Use the list as an illustration of how much information a group--such as a school faculty--could provide.

Follow-Up Activity

1. Have each student select one occupation they would like to know more about. They should then fill in the "Occupational Questionnaire" worksheet just as if they were conducting a search for occupational information. ("Occupational Questionnaire" is a sample worksheet which could be given to a student considering a specific occupation.) Students should list the sources of information they used during this exercise for future reference.

2. Have students review the accompanying worksheet "Making Occupational Decisions" to familiarize themselves with some of the criteria a student should consider once occupational information is collected. ("Making Occupational Decisions" is a sample worksheet which could be given to a student to use with "Occupational Questionnaire.")

(To be used with *Making Occupational Decisions* worksheet)

Attachment A/
Lesson 27

OCCUPATIONAL QUESTIONNAIRE

Using a variety of resources, find answers to the following questions. Some of the sources you might want to include in your search for information include the Occupational Outlook Handbook, Occupational Outlook Quarterly, Dictionary of Occupational Titles, employees, employers, computerized information systems, Labor Market Bulletin, newspapers, and job announcement bulletins.

____

Occupation or Job

1. Type of Work

   a. What duties are performed each day?

   b. Are the duties the same or different each week, month, or session? If they are different, how are they different?

   c. What equipment, if any, is used? Is this furnished by worker or by employer?

   d. What types of materials are handled?

   e. What physical activities are involved while working (walking, running, kneeling, setting, reaching, lifting, climbing, balancing, talking, writing, seeing, hearing, reading, throwing, pulling, etc.)?

2. Working Conditions

   a. Is the work done indoors, outdoors, or both? Does the location change with duties or seasons?

b. Is the work seasonal, irregular, or steady?

c. How many hours are worked each day and week? Regular, irregular? Is overtime required? Regularly or infrequently?

d. What vacations are offered?

e. Where does the work take place--office, school, storeroom, store, park, farm, factory, construction site, rural area, urban area, etc.?

f. Are the surroundings safe? Pleasant?

g. Is the work hazardous? If so, why (high places; explosives; exposure to burns, chemicals, radiation; etc.)?

3. Qualifications

a. What are the age requirements for entrance and retirement?

b. Is the field dominated by either males or females? Does there seem to be discrimination in hiring practices (sex, ethnic, handicap, etc.)?

c. Are there height and weight requirements or qualifications?

d. Are there other physical requirements such as good vision, good hearing, physical strength, etc.?

4. Education, Training, Etc.

a. How does one get the first job in this field (by taking an examination, applying, joining a union, opening own business, etc.)?

b. Is a license or certificate necessary? What are the procedures for getting one?

c. Must one join a union? What are the requirements, fees, dues, etc.?

d. Is an apprenticeship necessary?

6. Earnings and Advancement

a. What is the beginning range for wage or salary (hourly, weekly, monthly, yearly)?

b. What salary increases can one expect? Under what conditions? After how long?

c. What additional benefits are there (commissions, tips, travel allowances, clothes/uniform allowances, free room and board, health and life insurance, etc.)?

d. What advancement is there on the job? When?

Read over your answers to all of the above questions. Keeping them in mind, complete the exercises on the following page.

In the following columns list the advantages and disadvantages you foresee with this job.

ADVANTAGES	DISADVANTAGES

In the space provided below list any occupations related to this job.

List sources where information regarding this job can be obtained.

MAKING OCCUPATIONAL DECISIONS

After reviewing the information you collected on the Occupational Questionnaire worksheet, answer the following questions.

____

Occupation or Job

1. List all the things you would have to do on the job that you think you can do well.

2. List all the things you would have to do on the job that you would like to do.

3. Do you meet the physical requirements? With which ones might there be a problem?

4. What skills and abilities would you have to learn?

5. Do you meet the training requirements? What would you have to do to meet them?

6. List the training (years, schools, cost, etc.) you feel capable of completing.

7. How much money do you feel you need to live comfortably?

8. What type of and how much advancement would you want on the job?

9. Compare your preceding answers with those on your Occupational Questionnaire worksheet, then complete the following:

   a) List reasons why this would be a good occupation for you.

   b) List reasons why this would not be a good occupation for you.

INDIVIDUALIZING THE PLACEMENT PROCESS

Lesson 28

Occupational Questions and Information Sources

Prepared by Jan Novak

Student Objective

The student will be able to identify sources of occupational information relating to specific questions about a selected occupation.

Preparatory Activities

Instructor Preparation:

Prepare: Specific questions a student might ask about an occupation and write each one on a 3 x 5 index card.

Prepare: Select titles of several occupations and write each one on a 3 x 5 index card.

(For suggestions, see Attachment/Lesson 28--"Mix and Match Activity")

Student Preparation:

Activity: Complete student follow-up activities (Lesson 27)--complete "Occupational Questionnaire" worksheet and review "Making Occupational Decisions" worksheet.

Materials Needed:

Occupational questions and occupational titles on 3 x 5 index cards
Two hats or small boxes--one containing the occupational questions and one containing the occupational job titles

Class Activities

Group Workshop
Brainstorming
Group Discussion

1. Mix and Match Activity. Have the class divide into groups and have each group select one person to serve as a "recorder." Then, out of the hats or boxes, select one 3 x 5 card containing a job title and one card containing a question. Read them to the class and have each

group list as many resources as they can which contain or offer the asked for information.

Continue matching the pairs, giving the groups time to list sources for each matching. When as many pairs as time allows are read, have each group count the sources they listed for each question. A winner per question can be determined.

2. Lead the class in a discussion about some of the unique or original sources suggested during the workshop and brainstorming sessions.

3. Discuss with the class their experiences when completing the "Occupational Questionnaire" (Student Follow-Up Activity in Lesson 27). Discussion might include:

   a. types of sources they used

   b. which sources seemed the most helpful

   c. which sources appeared to offer the most reliable information

   d. unique or "original" sources they found

   e. contradictions and similarities they found between "printed" sources and "human" sources

   f. suggestions they have for someone looking for occupational information

   g. questions they feel should be added to the worksheet

   h. how the activity might be used with placement programs

4. Discuss with the class how the "Making Occupational Decisions" worksheet might be used with occupational information. What questions might be added to the worksheet?

Attachment/
Lesson 28

Mix and Match Activity

Suggested Occupational Questions

What kind of work does this job involve?

Who are some employers?

What are the average wages?

What do I have to be able to do? What skills do I need?

What courses should I take?

Where can I get training for the job?

Who would I be working with?

Are jobs hard to get? Are people being hired?

Where would I be working?

Suggested Occupations

- Chef
- Advertising Production Manager
- Construction Worker
- Agricultural Economist
- Bank Teller
- Cartographer
- Truckdriver
- Medical Record Clerk
- Telephone Operator
- Taxi Driver
- Reservation Agent (Airline)
- Computer Sales Person
- Dancing Teacher
- Rehabilitation Counselor
- Dietician
- Catholic Priest
- Piano Tuner
- Forestry Technician
- Hospital Administrator
- Mail Carrier
- Marine Biologist
- Stock Clerk
- Cement Mason
- Caretaker

INDIVIDUALIZING THE PLACEMENT PROCESS

Lesson 29

Interviewing the Vocationally Undecided Student

Prepared by Susan Kosmo

Student Objectives

1. *The student will be able to identify client interview behaviors which inhibit vocational decision-making.*

2. *The student will be able to describe several strategies for facilitating the decision-making process.*

Preparatory Activities

Instructor Preparation:

Type: Separate scripts for each of the "game" dialogues presented in Attachment A/Lesson 29. Include both the typical dialogue and the facilitative dialogues presented for each game.

Prepare: A transparency of Attachment B/Lesson 29.

Review: Attachment A/Lesson 29.

Student Preparation: None

Materials Needed:

Two copies of each of the scripts for each vocational game
  mentioned in Attachment A
Overhead projector
Transparency of Attachment B

Class Activities

Simulated Demonstration

1. Simulation

Select two students to read the scripts for the game, "Look How Hard I've Tried."

a. Have the students read the typical dialogue.

b. Break. Ask the class to describe the client behavior and identify the dynamics of the interaction.

c. Ask the student playing the role of the counselor to describe how s/he feels in this situation.

d. Present the facilitative dialogue(s). Contrast the differences between the two interviews.

2. Repeat the above process for each of the games you have chosen to use. (Note: If you have decided to use all nine games, it will probably be necessary to devote two class sessions to this topic.)

3. Discussion

Ask the students to identify any general interview guidelines which they have discerned from the demonstration.

After a few minutes, present the transparency of Attachment B. Discuss the suggestions Rosenberg (1977) has made for dealing with vocational indecision.

Games the Vocationally Undecided Play

by Howard Rosenberg
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"Traditional" career counselors tend to view the counseling process as one in which clients seek advice, information and support for a career decision. As a result of this assumption, counselors direct their energies, advice and support in a rather straightforward manner and assume that clients will internalize the information, assimilate the advice or support, and begin a career-goal direction. Several writers have described programs to accomplish this process (Gelatt, 1962; Magoon, 1968; Stewart and Winborn, 1973). For many clients there is a desire to begin a career-goal direction. Others who enter the counseling situation have different intentions. For this latter group, their goal, often subconsciously, is to not make a career decision or have someone else make it for them.

When engaging in career counseling on a day-to-day basis, it is not unusual to see repeating behavior patterns of individuals trying not to make a career decision. The behavior patterns generally are learned and reinforced socially by parents, friends, teachers and counselors (Miller and Dollard, 1966; Bandura and Walters, 1963). These behaviors will be labeled as "games," not to demean the behavior but rather to help describe it. Others have used game dynamics in describing human behavior (Berne, 1964; Steiner, 1971; Harris, 1969). Described below will be nine of the most prevalent games played by vocationally undecided individuals. Each game will be described in terms of (a) general behavioral activities, (b) dynamics, (c) some brief examples of the first few minutes of a dialogue between a counselor and a client playing a specific game, and (d) samples of methods for dealing with the behavior during these first few critical minutes. The last section will give suggestions for more in-depth work with the behaviors presented.

Games

(1) "Look How Hard I've Tried"

Behavior. The client playing this game will usually bring evidence to a counselor that s/he has been making tremendous efforts to arrive at a career decision. The evidence they present is frequently in the form of results from vocational test taken three or four times in previous years. Occasionally a person may support his/her case by talking about the wide range of academic courses taken or the number of years working to "find" oneself. With the recent popularity of career education programs, students may soon be supporting their case of how hard they have tried by expounding on the number of shadow experiences undertaken or individuals visited.

Source: Personnel and Guidance Journal. Volume 56(4), 1977, pp. 229-234.
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Dynamics. The primary motivation for individuals playing this game is alleviation of guilt associated with not having made a career decision. If the counselor buys this game, the client will often leave the counseling session and return to less responsible activities saying, "It's hopeless," but feeling less guilty.

Another motivating factor is the desire to avoid responsibility for the decision. The responsibility is put on the test results or on teachers in classes. In working situations, these individuals frequently remain aloof and thus do not really test out their abilities.

Typical Dialogues:

Client: I have been trying to make a decision for several years about which occupation to pursue, but I cannot seem to do it.

Counselor: It sounds like you have been working hard at this. Can you tell me what you have been doing?

Client: Yes (gladly!). I've taken several tests that are supposed to tell me what I am supposed to do but none of them have.

Counselor: Which did you take?

Client: Here, I have them with me. (Client pulls out four test printouts.)

Counselor: I've never liked those tests. I know of a new one that has helped some other students. Let's set up a time for you to take it.

Client: Okay.

Here the client first obtains some gratification when the counselor believes how hard s/he has tried to make a decision. The counselor then falls into the trap of promising the answers from another vocational test.

Client: Well, I've worked as a bartender, cab driver, and salesperson to try to understand myself better but it did not seem to help. Before I dropped out of college I took a lot of different courses to see what I liked best.

Counselor: What did you like and dislike about these jobs and classes?

Client: I didn't like anything.

Counselor: That sounds really discouraging.

In this situation the client has convinced the counselor that the decision-making is hopeless. The counselor begins on the right track but reinforces the client's desire not to look at past experiences.

Facilitative Interactions:

Client: I've been trying to make a decision about an occupation to pursue.

Counselor: What have you been doing?

Client: Well, I've taken a lot of tests that are supposed to tell me what I should do. Would you like to see them?

Counselor: Before we get into looking at tests, can you just give me a little information about what you feel you are interested in?

Client: (Silence)

Counselor: I sense that it's a little scarey to talk about yourself.

Client: Yes, it is.

Here the counselor manages to dodge the client's attempts to hide behind test results and quickly gets to a more personal level.

Client: I just can't seem to make a career decision, no matter how much time and energy I put into it.

Counselor: What have you been doing?

Client: Well, I've worked at several jobs in the past year and before quitting school I took a lot of different courses.

Counselor: What did you like and dislike about the jobs?

Client: I didn't like anything.

Counselor: Nothing?

Client: No. I was always told what to do and never had a chance to feel like I was doing anything but putting in my time.

Counselor: I have a feeling that it's difficult for you to say what you feel.

Client: Yes, it is.

Counselor: Frequently people who have this difficulty find it hard to get involved and , therefore, end up rarely liking anything and not making career decisions.

In this situation the counselor gives feedback to the client about the behavior that is causing the difficulty. Interpretations should always be made in a non-threatening tone to decrease chances of defensiveness.

(2) "If I Only Knew"

Behavior. The behavior of a client playing this game resembles that of an individual contemplating a vision from heaven. Instead of investigating self-interests, abilities, and needs, the person waits for the major words to come. Frequently, these individuals do not come to counseling (either physically or mentally).

Dynamics. As in other games, these individuals also have a fear of making a wrong decision so make none at all. They do not want any part of the decision-amking process but rather have a feeling that someday they will wake up and know a correct choice. A tremendous amount of passivity exists with these people and subconsciously they are often looking for a strong individual to enter their life and lead them.

Typical Interactions:

Client: I have no idea of what career to go into. I wish I knew.

Counselor: You sound perplexed.

Client: I really am. Everyone else seems to know what they want to do.

Counselor: How do you think they decided?

Client: I don't know. I wish I did. I guess they just woke up one day and knew. How did you decide?

Counselor: Well, I guess I knew that I wanted to be a counselor.

Client: Boy, this is a hard problem.

Here we can see the client doing a lot of wishing rather than investigating. An inexperienced counselor will find it frustrating to get beyond this game. Since some counselors did not go through an investigation to choose their career, a client question concerning their choice process can be embarrassing and reinforce the client's current decision-making process.

Facilitative Interactions:

Client: I wish I knew what occupation to go into.

Counselor: You sound really perplexed.

Client: I am. I wish I knew.

Counselor: Maybe you need to look at your interests and abilities.

Client: I have, but that doesn't seem to help.

Counselor: Maybe you really do not want to make a decision now.

Client: Yes, I really feel pushed and don't really want to.

Here the counselor confronts the client's reluctance to make a career decision. With clients who do more wishing than investigating, this technique of looking at feelings about making the decision often is effective.

Client: I have no idea of an occupation to pursue. I wish I knew.

Counselor: How do you think other people decide?

Client: I don't know. It just seems to come to them.

Counselor: That's not true. Many people have to take a long look at what they like to do, what they do well, situations they like to work in, and other things.

Client: Really?

Counselor: Yes. I have a special program to help you.

In this situation the counselor becomes extremely structured with the client and often acts as an instructor in the career decision-making process. The clients seem to profit from an environment with guidelines and reinforcement.

(3) "Where The Jobs Are"

Behavior. Clients who play this game come into counseling somewhat undecided but leaning toward occupations in which jobs are plentiful. Frequently, they will ask the counselor which occupations will give them a chance for a job. This questioning is primarily intended to confirm what they read in newspapers or magazines. Without really considering interests or abilities, these people quickly choose an occupation offering high employment prospects. Counselors, glad that someone has finally reached a decision, will often overwhelmingly reinforce this choice. Unfortunately these people, not really having the interest or ability for the chosen occupation, often do poorly in related coursework. A conflict may then arise between staying in a field they dislike that offers good employment opportunities and choosing something corresponding more with their interests and abilities.

Dynamics. The major motivation for these clients is external pressure to choose a career direction that will primarily pay financial dividends. Frequently, the source of pressure is parents or spouse. Other sources may be creditors or bill collectors.

Typical Interaction:

Client: After a lot of thought, I have decided to major in engineering.

Counselor: Why engineering?

Client: Well, I've heard that engineering jobs are plentiful. Is is true?

Counselor: Yes, it is.

Client: How do I go about declaring a major?

Counselor: Go see the assistant dean in the engineering school.

Here the counselor mistakenly reads the degree of client certainty and reinforces the choice. The client's certainty and determination begin to erode approximately one day after classes begin.

Facilitative Interaction

Client: After a lot of thought, I have decided to become an engineer.

Counselor: How did you decide?

Client: Well, I heard that there are a lot of jobs for engineers. Is it true?

Counselor: Yes, it's true, but there are a lot of jobs in many areas other than engineering.

Client: Really? What other areas?

Counselor: Let's go into the career library. I want to show you some materials to read.

In this situation the counselor does not immediately fall for the client's temporary certainty but suggests information gathering as a method of generating other options. The client's immediate interest in alternatives is always a sign of less certainty than originally presented.

Client: After a lot of thought I have decided to become an accountant.

Counselor: How did you decide?

Client: Well, I've heard that jobs in accounting are plentiful. Is it true?

Counselor: Yes, it's true, but there are many other things to consider. I sense that there is a lot of pressure to head in a direction where you can find a financially rewarding job.

Client: Yes, there is.

Counselor: Where is this pressure coming from?

Client: Well, my parents are pushing me to get a good job.

Counselor: Let's talk about that a while.

Here the counselor manages to get to the source of pressure for this decision. If successful in lowering some of the pressure, the client and counselor can later discuss interests, needs, and skills.

(4) "Time Crunch"

Behavior. Clients who play "time crunch" always appear to be in a hurry and never have much time to spend on making a career decision. Sometimes they come late for appointments (got off late from their first job), keep asking what time it is during the counseling session, and leave 15 minutes before the hour (have to go to their second job). Their behavior lets the counselor know there is not much time for counseling. Frequently, these people come in for counseling the day before or during registration and try to make a career decision.

Dynamics. The primary motive of people who play this game is avoidance. They avoid looking at themselves, afraid of what they will see. Negative self-images are often found with these clients. Repressed anger is sometimes present.

Typical Dialogue:

Client: Sorry I'm late but I didn't get off work until 20 minutes ago and I had to go to the post office and bookstore before I came here.

Counselor: That's okay.

Client: I've only got about 25 minutes before I have to register for next semester, and I need to decide on a major. What do you suggest?

Counselor: What have you been thinking about?

Client: Well, I like chemistry, psychology, business, art, and physical education.

Counselor: You sound like you're interested in a lot of different things.

Client: That's right and I have to decide on a major today. What time is it?

Counselor: 2:30

Client: Well I'd better go declare a major. I think I'll choose psychology, and I can always switch.

Counselor: Okay.

Client: I'll stop back when I get more time.

The client in this situation almost completely overwhelms the counselor. Not only their high energy but also constant stream of talk can be dominating.

Facilitative Interaction:

Client: Sorry I'm late, but I had to do several things before I came here.

Counselor: You sound really rushed.

Client: Yes, I am. I have to declare a major in 40 minutes and need to decide what to major in.

Counselor: That does not give you much time. It takes longer than you have to make a good decision. I get a feeling that you do not really want to make a decision now.

Client: You're probably right, and I do a lot to avoid it.

Counselor: Let's talk about that.

In this situation the counselor states what the client already knows, that s/he does not want to make a decision now. Frequently this will have an impact and lead the client to talk about external sources of pressure.

Client: Sorry I'm late, but I had a lot of things to do before I came here.

Counselor: You really had a lot to do!

Client: Yes, I had to go to the bookstore and library.

Counselor: There are a lot of important things that can't wait!

Client: Well, sometimes they can wait. I don't have much time to make a career decision because I need to register now.

Counselor: You need to rush right over and make your major choice!

Client: Well, not really. I can take a few minutes.

Counselor: You should go right now!

Client: Stop rushing me! I don't like that.

The counselor in this situation feeds back and accentuates the client behavior. This form of verbal implosion will often make the client angry and allow for his/her talking about really not liking to rush.

(5) "Career Hide-and-Seek" or "Test and Tell"

Behavior. Clients playing this game intentionally withhold relevant personal information from the counseling process and then expect a quick career decision. Sometimes they say little or nothing, other times they give irrelevant information and feelings. Generally we see them saying to a counselor, verbally or non-verbally, "You tell me."

Dynamics. One primary reason for playing "Career Hide-and-Seek" is fear of rejection by the counselor (or other people) if true feelings and needs are revealed. This is usually followed by the rationalization that says, "If this counselor or his/her tests are any good, they will tell me what I should do." Frequently these clients are not motivated to begin a career and are looking for an occupation that will propel them.

Typical Dialogue:

Client: I want to take a test that will tell me what I should do.

Counselor: You want to take a test?

Client: Yes, I'm majoring in sociology but it does not interest me. I've majored in philosophy and engineering also, but they do not interest me either. Can I take that test with the five-page computer printout?

Counselor: Why do you want to take the test?

Client: Because if I can find what interests me then maybe I can study and get going. I can't seem to get going now.

Counselor: Okay. I'll sign you up.

One really gets a feeling that the client in this situation is not only withholding feelings but also putting full responsibility on the test to motivate him/her

Facilitative Interaction:

Client: I want to take a test that will tell me what I should do.

Counselor: Why do you want to take a test?

Client: Because it will give me a push. I sure need a push to get going and show me what I'm interested in.

Counselor: What are you interested in?

Client: Well, I've majored in philosophy and engineering.

Counselor: What are you interested in?

Client: I really like to play musical instruments, but that would mean dropping out of school.

In this situation tests are avoided for purposes of more personal exploration. Often these individuals will quickly talk about real interests and parental pressure to stay in school.

(6) "Yes, But"

Behavior. This game is clearly described in Games People Play (Berne, 1966) and is frequently played in conjunction with "Career Hide-and-Seek." When a counselor suggests potential occupations, "Yes, But" appears. The client simply rejects all alternatives suggested by a counselor.

Dynamics. The primary motive is to defeat all suggestions given by a counselor. The suggestions, if not defeated, would mean a client would have to begin a goal direction which would be a cause of great anxiety. A second motive in "Yes, But" is for the client to defeat all suggestions and thus, supposedly show greater mental capacities than the counselor. This, of course, becomes a great ego-builder. This game is usually played by more intelligent clients.

Typical Dialogue:

Client: I have no idea of which career direction to take.

Counselor: What interests you?

Client: Well, I enjoy being outdoors, science, athletics, and nature.

Counselor: Have you considered forestry work or environmental conservation?

Client: Yes, I have considered them but foresters don't get paid much, and I have heard that jobs in environmental conservation are hard to find.

Counselor: Well, what about a research-biologist job?

Client: You need a Ph.D. for those positions and I don't want to spend my life in school.

Counselor: I can understand that.

As can be seen here, the client has a good argument. Particularly with a little information, s/he can sound quite convincing.

Facilitative Interactions:

Client: I have no idea of which occupation to pursue.

Counselor: What occupations are you considering?

Client: Well I was thinking about auto mechanics or welding.

In this simple interaction, the counselor immediately puts the responsibility on the client for ideas.

(7) "Leap then Look"

Behavior. Clients who play this game are constantly making the "final" and "perfect" career choice of their life. First they decide to pursue an occupation and later they find out what it is about. After discovering the reality of the occupation or educational requirements, they then jump to another choice. Within a year, these people often have made definite and final decisions on four of five radically different occupations.

Dynamics. Motivation in these clients is to avoid looking at the reality of occupations because of fear of disliking them. At another level, there is the fear of not being able to do the work. These clients have a desire to avoid looking at themselves. Clients who play this game need to learn about specific jobs and understand their own skills and aptitudes.

Typical Interaction:

Client: I have decided to become an FBI agent.

Counselor: How did you decide?

Client: Oh, I just thought it would be fun to do, and a friend's father is an FBI agent and he likes it.

Counselor: You thought it would be fun?

Client: Yes, more fun than being a movie producer. I wanted to become a movie producer and I took a course in movie production, but that was a lot of work.

Counselor: Maybe being an FBI agent will be easy.

Cient: Yes

Here you can see the shallowness of the decision-making process. If given enough time, the client will go through a whole list of past decisions and show a pattern of naive decisions.

Facilitative Interactions:

Client: I have decided to become a CIA agent.

Counselor: How did you decide?

Client: Oh, I thought it would be fun. I wanted to be a doctor but I tried some of those biology courses and they are really hard.

Counselor: What appeals to you about CIA work?

Client: Well, we were watching TV last night and all of us agreed it would be a neat job.

Counselor: It sounds like you are making some decisions without really testing out an occupation or knowing much about it.

Client: Yes. I do that sometimes.

Counselor: Can you tell me about occupations you have considered in the past and how you have changed your mind?

In this situation the counselor confronts the client with his/her behavior. Sometimes clients are ready to deal with this, and other times their career maturity is too low. If successful with this tactic, the counselor can lead into a discussion of past experiences, interests, and abilities. To focus on personality factors rather than occupations is important for these clients.

(8) "Magic Occupation"

Behavior. Clients who play this game are seeking an occupation that will be beautiful and help them become self-actualizing. During a counseling session they may talk about the beauty of being an artist of a philosopher. Frequently, they describe Sartre or Picasso as a career ideal.

Dynamics. Generally, clients who play this game are somewhat afraid to deal with internal or external reality. Because they are afraid, they need to set up an ideal, friction-free environment. When they test the fantasy environment (e.g., taking an art course), they often find that it was not as anticipated (e.g., they have to produce), and they tend to reject the occupation or the associated education and seek another environment.

Typical Dialogue:

Client: I am undecided about which career to pursue.

Counselor: What are you considering?

Client: Well, I am not sure about an occupation, but I would like a job that is interesting, allows me an opportunity to be creative, has flexible hours, and fairly good pay. Money is not that important. Ten thousand dollars to begin is okay.

Counselor: You seem to have some definite ideas.

Client: Yes, I do.

The client behavior and verbalizations in this situation set up an ideal job that is almost impossible to find. These individuals obviously have not encountered or come to grips with reality and are doing a lot of fantasizing.

Facilitative Interactions:

Client: I'm not sure which occupation to pursue.

Counselor: What are you thinking about?

Client: Well, I'm not certain, but it needs to be intellectually stimulating, creative, flexible hours, and good pay.

Counselor: Creative, stimulating, flexible hours, and good pay? Do you know of a job that offers this?

Client: No, not exactly.

Counselor: Let me show you the career library, and you can do some reading about occupations.

In this situation, the counselor challenges the client to come up with an occupation that will fulfill all needs. Sometimes this is successful and other times a client will become discouraged and not return to counseling. An offshoot of this would be to either assist a client in prioritizing needs or confronting him/her with the message of how such an overwhelming list of needs will stop him/her from making a career decision.

(9) "Trapped"

Behavior. Clients who play this game avoid making decisions because of "Career Claustrophobia." During a counseling session they are often nonverbal or reject occupations. It may take a while to discover their fear of being trapped within an occupation. Frequently they avoid counseling or career-decision making until the last moment.

Dynamics. As stated above, these clients have a fear of being trapped in an occupation for life. (One of their parents may have worked at a hated job for 40 years). For an 18- or 19-year old this fear can be awesome. To avoid being trapped they simply avoid making a decision. Sometimes, through, there is a real conflict between finding an occupation that will provide structure and security and staying away from choosing.

Typcial Interaction:

Client: I'm undecided about an occupation to pursue.

Counselor: What have you considered?

Client: Nothing.

Counselor: What are you interested in?

Client: Nothing.

Counselor: Hmmm.

The rigid nonverbalness is quite obvious with these people. They avoid talking so that no decisions can be reached. Not obvious to these people is that they are already trapped.

Facilitative Interaction:

Client: I'm undecided about an occupation to pursue.

Counselor: What have you considered?

Client: Nothing.

Counselor: What are you interested in?

Client: Nothing.

Counselor: I sense an unwillingness to talk about this, and I wonder why.

Client: I just do not want to.

Counselor: If you prefer not to talk about it, that's okay. It sounds like you have been forced to come here.

Client: Yes, I was.

Obviously these people are hard to deal with because they are so nonverbal. Sometimes dealing with not wanting counseling can be effective in opening a client up and sometimes not. Humor can also be used by the counselor to loosen people up.

Additional Suggestions

Throughout this article, several suggestions were given for dealing with games. In summary, these are:

1. Reverse the responsibility: Instead of allowing the client to put responsibility on the counselor, give the responsibility back. This is particularly important in "Yes,But" and "Career Hide and Seek."

2. Accentuate the game: Often a counselor can help a client see the game by overemphasizing the behavior presented. This can be effective in "Time Crunch."

3. Give feedback: Frequently describing the behavior and its effects on decision-making may help a client understand the game. Phrases such as, "If I hear you saying--" or "Did you notice that--" tend not to build defensiveness.

4. Emphasize information gathering: Since several games thrive on a lack of information, emphasize information gathering before decision-making, particularly in "Where the Jobs Are" and "Leap then Look."

5. Deal with avoidance of decision-making: Since many of the clients are playing games because of external pressure to make a career decision, talking about whether they are ready to make this decision can be beneficial. This may be particularly effective in "Look How Hard I've Tried," "Where the Jobs Are," "Time Crunch," and "Trapped."

If we are fortunate enough to make an impact during the first few minutes of the counseling session, then the potential for more counseling is increased. With an opportunity for more in-depth counseling, the following strategies or programs are helpful:

1. Provide supportive counseling: Supportive counseling aimed at helping a person to feel good about his/her abilities is obviously warranted. This counseling should possibly deal also with ego-building, the fear of responsibility, and feelings about work.

2. Teach assertiveness: Since many of these clients have a fear of not being able to control their lives, they shy away from making decisions. Assertiveness training certainly appears warranted. Several authors have described procedures for assertiveness training (Alberte & Emmons 1974; Fensterheim & Baer 1975; Lange & Jakobowski 1976).

3. Teach values clarification: Helping individuals to clarify their values can be important. These clients frequently know what they value but do not feel safe in expressing it. Simon (et al., 1972) among others has described techniques for values clarification.

4. Teach decision-making: Decision-making can be an effective tool for these people if it helps them to look at other alternatives and gather information. Practice in making less important decisions than career choices should be emphasized first.

5. Use behavioral contracting: Behavioral contracting can be an extremely helpful tool for assisting clients who have difficulty making decisions. Basically, a behavioral activity (e.g., looking up some career information or talking with someone in an occupation that interests the client) is set up as a goal by the client and positive reinforcement is given when this accomplishment is reported. James and Jongeward (1973) give a good description of this technique.

The vast majority of individuals who seek career counseling are sincerely interested in making a career decision. A much smaller number of individuals come to counseling with a goal of not making career decisions. This article has described some of the games the vocationally undecided play and gave suggestions for dealing with this behavior. It is hoped that this article will assist some counselors to become more effective with these nondeciders.

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ATTACHMENT B/
LESSON 29

SUGGESTIONS FOR DEALING WITH VOCATIONAL INDECISION:

WITHIN THE INTERVIEW:

PLACE THE RESPONSIBILITY ON THE CLIENT

ACCENTUATE THE GAME

DESCRIBE THE GAME TO THE CLIENT

EMPHASIZE INFORMATION GATHERING

DEAL WITH AVOIDANCE OF DECISION-MAKING

IN LATER SESSIONS:

SUPPORTIVE COUNSELING

ASSERTIVENESS TRAINING

VALUES CLARIFICATION

BEHAVIORAL CONTRACTS

INSTRUCTION IN DECISION-MAKING

INDIVIDUALIZING THE PLACEMENT PROCESS

Lesson 30 The Role of Interviewer Bias in Individual Student Career Planning

Prepared by Susan Kosmo

Student Objective

The student will be able to describe some possible biases which interviewers may bring to individual student placement planning.

Preparatory Activities

Instructor Preparation:

Duplicate: Sufficient copies of Attachment/Lesson 30 to allow one copy per student.

Student Preparation: None

Materials Needed:

Necessary copies of Attachment/Lesson 30

Class Activities

Self-Exploration
Forced Choice Activity

1. Self Exploration Activity

Ask the students to take a piece of paper and divide it into two columns:

a. At the top of one write the title of a steady part-time or summer job held during or immediately after high school.

b. At the top of the other, write the title of a job you expect to seek following completion of college.

Under the high school job, ask the students to list all the factors that influenced their acceptance of this job. Have them answer the question: "I took this job as a ______ because."

Concerning the future job, have the students ask themselves, "The factors which will influence whether or not I take a job as a ________ include:"

After five minutes, discuss the differences between the factors which influence job choices in high school and those related to a long term career.

Discuss the following questions:

a. Why do people work?

b. Most people indicate that they would continue to work even if they were to have a sufficient income to maintain an adequate standard of living without working. What implications can be drawn from this?

c. What are the implications of this discussion for placement personnel?

2. Forced Choice Activity

Pass out copies of Attachment/Lesson 30.

Ask the students to take ten minutes to complete the activity.

Discussion

Complete the following chart by asking students to raise their hands to indicate their responses.

	# of students selecting as			
	1st choice	2nd choice	3rd choice	4th choice
Jim Markham				
Mary DeFore				
Barry Russell				
Richard French				

After tabulating the results, discuss:

a. The reasons why each of the candidates were selected as they were.

b. The reasons for the diversity of responses among the students.

Identify how the biases the interviewer may bring to the placement process may influence the amount of help s/he provides to students.

Attachment/
Lesson 30

You are a member of a faculty committee responsible for interviewing candidates for a position of vocational counselor in your high school. The high school is located in the suburbs and the enrollment is 95% white. The 5% non-white population is bussed in. About half of the students go on to college. Of the other half, approximately half go into employment and half pursue a technical program or an apprenticeship. Most of the senior girls express traditional career goals and hold "fairy-tale" stereotypes of the role of women in society.

Rank the following four candidates for the position of vocational counselor:

> *Jim Markham:* Recent graduate of State University with a master's degree in Guidance and Counseling. Graduated with a four point average. Jim's instructors rate him as one of the most intelligent and industrious students they have ever had the pleasure of teaching. Jim is 25 years old and not married.
>
> *Mary DeFore:* Recent graduate of State University with a master's degree in Guidance and Counseling. Mary received average grades. However, she managed to achieve the degree while raising two children, aged five and nine, on her own following a divorce four years ago. Before her marriage, Mary had worked as a counselor aid in a sheltered workshop for three years. Mary is 35 years old.
>
> *Barry Russell:* Recent graduate of State University with a master's degree in Guidance and Counseling. Barry's academic career was undistinguished, but his extracurricular life was marked by commitment to programs for the disadvantaged. Barry had spent two years working in a large city ghetto for VISTA before enrolling in the Counseling Department. He has studied black history in depth to gain a better understanding of his origins. While enrolled at State College, Barry volunteered his time as a Big Brother at the YMCA and helping new black students adjust to campus life. Barry is 28 years old and single.
>
> *Richard French:* Recent graduate of State University with a master's degree in Guidance and Counseling. After twenty years experience as a history teacher, Richard decided to return to school to work on his master's degree. He has a wife and three teenage children. Despite the financial strain, Richard's family was very supportive of his decision to pursue a career in counseling. Richard received above average grades and has excellent references from his former employer.

INDIVIDUALIZING THE PLACEMENT PROCESS

Lesson 31 Developing an Individualized Placement Plan

Prepared by Susan Kosmo

Previous Assignment

Assign students the responsibility of preparing a case study of someone they know who is currently looking for employment or a description of someone they know who had difficulty in the past finding a suitable job. Ask the students to turn these case studies in to you one week prior to the first class session on "Developing an Individualized Placement Plan."

The case studies should be very detailed and include:

1) a description of the person, including:

    physical appearance
    mannerisms
    abilities
    interests
    financial status
    relevant social factors
    educational history
    work history
    related hobbies and interests;

2) a statement of the person's long-range and short-range career goals;

3) reasons why the person is seeking employment;

4) special contacts the person has in the labor market; and

5) special accomplishments the person has had.

Any other relevant information regarding this person should also be included. To encourage confidentiality, however, have the students change the client's names and other specific details such as previous employers or schools attended.

Student Objectives

1. *The student will be able to construct a placement plan for an individual.*

---

*Although only one lesson is included, the class activities could easily span several sessions depending on the number of case studies used.

2. *The student will be able to prioritize the activities which will be included in the placement plan.*

3. *The student will be able to describe a rationale for designating student and staff responsibilities for placement.*

Preparatory Activities

Instructor Preparation:

Select several of the case studies (depending on number of sessions you wish to devote to this topic) to discuss in class.

Review: "Individualizing the Placement Process" in *Orientation to the Job Placement Program*.

Student Preparation:

Read: "Individualizing the Job Placement Process" in *Orientation to the Job Placement Process*.

Materials Needed:

Selected case studies

Class Activities

Case Studies

The Case Studies method has been chosen for this lesson in order to provide greater realism to this activity. Alternative approaches to teaching this material are presented at the end of this lesson. Preference, however, should be given to using student-prepared case studies if at all possible. One case study can be used for each class session.

Ask the student who prepared the case to read it to the class. After reading the case, the student should remain at the front of the class to answer questions from the other students regarding background information.

After the case presentation, ask the class to discuss the following questions:

a. Do they have enough information about the person to develop a placement plan? If not, what additional information would they need? Who would be the best person to provide this information?

b. What factors would they have to take into account in developing a placement plan with this person?

c. How would they allocate the responsibilities in this plan? What factors would have to be considered in allocating these responsibilities?

d. What resources (people or materials) might be used? Why?

e. What are some alternative plans which might be considered if there were no openings in the desired placement?

f. Would they use contingency planning? Why? Why not?

g. Would they use a behavioral contract? Why? Why not?

Prepare a list of the activities which would be included in the student's placement plan. Select a student to come to the board and prioritize the activities. Ask if any of the students would change these priorities? Why? Continue the plan development until a general concensus of the class is reached.

Alternative Approaches to Teaching This Material

1. Life Demonstration. Invite several people to the class (depending on the number of class sessions you wish to devote to this activity) who are involved in searching out a job or educational opportunity. These people may be those involved in initial entry or those contemplating a change in placement. If more than one person will be invited, select them to represent a variety of placement goals in terms of both educational and occupational placements.

   Select three students to interview this person during the first 20 minutes of the class. After the interview, ask the class members if any have additional questions which they feel should be asked.

   Based on this information, have the class divide into small groups and develop a plan of action for the interviewee. Approximately 15 to 20 minutes should be allowed for this activity. Have them list both any actions which would be taken, who would be responsible for taking this action, and what resources might be used in implementing the plan.

   During the next class session, have each group report to the entire class the plan they evolved.

2. Taped interviews may also be used. However, these interviews will either need to be supplemented with background information or be more lengthy because the class will not have an opportunity to directly interact with the interviewee.

   The demonstration tapes may be prepared by students who are currently doing a field experience in a school setting or another setting where placement is a function. The student presenting the tape should be prepared to provide background information concerning the interviewee. If students do not have access to these tapes, the instructor may arrange to personally prepare tapes of students or clients in settings where s/he has access. Video-tapes of people unknown to the students may also be used as the content for this session. These offer more realism and also provide an opportunity to observe the appearance, conversation and nonverbal behavior of the individual, each of which may be an important variable in developing a placement plan.

3. Prepared scripts may also be used in the same manner as the taped interviews. The scripts can be prepared either by the instructor or by students who wish to gain extra credit. Such script preparation may be time consuming and it is often difficult to avoid contrived situations in preparing them. Student interest in these scripts will not be as keen as in the more realistic situations. Furthermore, if the script is not based on a real situation, students may not be realistic in the plan they evolve.

UNIT III - THE PLACEMENT PROGRAM

Planning the Placement Program

Community Resources

Advisory Committees

Staffing the Placement Program

Student Involvement

THE PLACEMENT PROGRAM

Careful program planning has become necessary in most educational institutions as accountability demands escalate. This planning is often critical to the success of new programs. The placement program will often be somewhat innovative and as such will need to have the initial and continuing support of administrators and school board members. They will need clear statements regarding the goals and objectives of the program and also estimates of the program's cost both in terms of money and involvement of other school staff.

The amount of time to be devoted to this unit will depend on whether the students have had other course work related to program planning. If they have this coursework, these lessons can be used to illustrate how program planning models can be applied to a placement program. If the students have not had previous coursework in program planning, an initial lecture session should be included during which the planning process is introduced and defined. A description of needs assessment, resource assessment, preparing program objectives, strategy selection, and program evaluation should be included. Two excellent resources which might be consulted in preparing background material on these topics are:

> Popham, W.J. Educational Evaluation. Englewood Cliffs, New Jersey: Prentice Hall, Inc., 1975.
>
> Jones, B.G.; Tiedeman, D.V.; Mitchell, A.M.; Unruh, W.R.; Helliwell, C.B.; and Ganschow, L.H. Planning, Structuring, and Evaluating Practical Career Guidance for Integration by Non-College Bound Youth. Palo Alto, California: American Institutes for Research, Youth Development Research Program, 1974. (ED087970)

Prior to this background lecture, students may find it helpful to read:

> Jacobson, Thomas and Mitchell, Anita. "How to Develop a District Master Plan for Career Guidance and Counseling" Vocational Guidance Quarterly, 25(3), 1977, pp. 195-203.

Teaching the Unit

Throughout this unit, the focus is on applying a planning model to the development and implementation of placement services. The instructor may use one of the following methods to reinforce lesson content:

Field experiences. If students in this course have been assigned to a field setting as part of their course work, this experience can be integrated into these lessons. Several possible field settings were suggested at the beginning of Unit II. The students in these settings can be required to submit a description of the planning (or lack of planning) occuring in these settings. These written descriptions should include:

1. A statement of the goals or mission of the agency or program.

2. A statement of how client or student needs are assessed and the relationship of needs assessment to program planning in this setting.

3. A statement of the specific objectives the agency or program seeks to accomplish.

4. The strategies employed to achieve these objectives (e.g., services offered, staffing patterns, use of referral agencies, etc.).

5. The methods used by the agency to evaluate the process and outcomes.

The student should also provide a one or two page critique of the agency or program's planning effort.

Manuals, plans, and annual reports. Written summaries of agency or program plans can also be obtained if field experiences are not included in the course. Many manuals have been prepared by school-based placement programs and copies can be obtained for class use. Additionally, local agencies may be contacted regarding procedures for acquiring or examining their program plans. These written materials may be placed on library reserve for student use. The students can critique the plans relative to the above questions.

Assignments. At the end of many lessons optional assignments are included to help the students become more familiar with the various aspects of planning a placement program. These can also be used to reinforce the course content.

Original program plan. Another possible alternative to consider is to have the students develop their own plan for a school-based placement program or a placement program for a special needs population of interest to them. The plan should include:

1. A description of the setting in which the program would operate and the target population for the program.

2. The goals of the program.

3. Rationale for the program.

4. Procedure which will be followed to assess student needs relative to the program goal.

5. Sample of strategies which would be followed to meet different student needs.

6. Staffing pattern to be followed.
7. Relationships which will be established with other agencies or institutions.
8. Approximate cost of the program.

PLANNING THE PLACEMENT PROGRAM

Lesson 32 Needs Assessment in Placement

Prepared by Susan Kosmo

Student Objective

The student will be able to outline three approaches to conducting a needs assessment survey.

Preparatory Activities

Instructor Preparation:

Review: "Planning a Placement Program" in Orientation to the Job Placement Process *and* Popham, W.J. Educational Evaluation, Prentice Hall, 1975, pp. 65-69.

Obtain: A copy of a local needs assessment instrument and/or a copy of "Assessment of Career Development" from the American College Testing Service.

Student Preparation:

Read: "Planning a Placement Program" in Orientation to the Job Placement Process.

Materials Needed:

Copies of needs assessment instruments

Class Activities

Discussion

1. Ask the students to brainstorm a list of goals for a school-based placement program. Encourage them to view placement from a comprehensive orientation.

2. After the goals have been discussed, select a sufficiently flexible goal such as "to help each student take the next step in their career development."

   Based on this goal, develop a list of competencies students would need to achieve this goal. This list might include items such as:

a. The student can dress appropriately for an interview.

b. The student can name several placements for which they would qualify.

c. The student has developed "contacts" with others in the chosen placement.

Encourage the class to relate these competencies to the previous unit on the placement process.

3. Have the class re-examine the list as to additions which might be necessary if the target population were women (e.g., need to include information on non-traditional roles), rural youth (e.g., training in relocation skills), the handicapped (e.g., training in mobility), or disadvantaged youth (e.g., information on sources of financial aid). Encourage the students to see that the student goals mentioned on a needs assessment are likely to vary with the population to be served.

4. A need has been defined as the discrepancy between current status and desired status. Return to the list and examine how student's current status in terms of each of these goals could be assessed. Consider the benefits and drawbacks of: self-report, direct skill measurement, parent or teacher report, employer report, direct observation, etc.

5. An alternative method of needs assessment involves preparing a list of desired outcomes and circulating the list to a variety of respondent groups. The groups weigh each item as to how important it is or rank order the items. Have the classes discuss this approach and which groups they would poll. Why? What problems are involved in using this procedure (e.g., danger that needs of small group may be dwarfed by those of the majority)?

6. Another approach to program development uses program assessment as the base. In this approach, an ideal program is specified in terms of its component parts. Current programs are then assessed against this standard. For example, an ideal placement program may be specified as including a career information center listing information on training, employment, and volunteer programs. Current program assessment may reveal that information on training opportunities is currently available in the guidance office. The program need, therefore, is for information on employment and volunteer opportunities. Discuss the benefits and drawbacks of using this procedure as a basis for program development.

7. During the discussion, pass the copies of the needs assessment surveys around the class. Have the class identify the approach used to assessing student needs in these surveys.

PLANNING THE PLACEMENT PROGRAM

Lesson 33

Developing and Prioritizing Program Objectives

Prepared by Susan Kosmo

Student Objective

The student will be able to convert needs assessment data into a list of program objectives.

Preparatory Activities

Instructor Preparation:

Review: "Planning the Placement Program" in Orientation to the Job Placement Process.

Duplicate: Sufficient copies of Attachment/Lesson 33 to allow one copy per student.

Student Preparation:

Read: "Planning the Placement Program" in Orientation to the Job Placement Process.

Materials Needed:

Copies of Attachment/Lesson 33
Large sheets of plain paper
Magic markers

Class Activities

Group Decision-Making Activity
Discussion

1. Group Decision-Making Activity: 25 minutes

Divide the class into small groups of five to six students each. Have each group prepare a list of possible program objectives related to the information presented in the Attachment. Write these on the white sheets of paper.

Ask the students to place an asterisk in front of the three objectives which their group feels should receive top priority.

2. Discussion:

Compare and contrast the objectives written by the small groups:

a. The rationale for selecting them

b. The ease with which the objectives could be evaluated.

c. The amount of institutional change which would be needed to accomplish various objectives

Attachment/
Lesson 33

Benjamin Franklin High School is located in a midwestern city with a population of 75,000. The city has a manufacturing base. Approximately 300 students are enrolled in the senior class, 350 in the junior class and 375 in the sophomore class.

Student Data (based on responses of current high school seniors):

86%	have held a part-time or full-time job while in high school
37%	do not know what types of jobs they can do after high school
42%	do not know what types of jobs they'd like to do after high school
19%	anticipate problems with interviews and applications
39%	do not know where to look for work
13%	anticipate transportation problems
12%	anticipate relocation problems
23%	anticipate problems with college entrance exams
40%	of those expressing career goals have not talked to someone else employed in this career
25%	of the female respondents perceive their major future role to be "homemaker"
50%	of the students expressing career goals aspire to professional careers

Future plans of students:

35%	plan to attend college following high school; half of these plan to work part-time while in school
18%	plan to attend a community college or technical school; half of these plan to work while in school
45%	plan on entering the work force on a full-time basis directly from the high school. Approximately one-third of these students have indicated they anticipate no problems with entry.
10%	plan to be full-time homemakers
2%	plan to do volunteer work or travel
4%	plan to enter the military

Parent survey: Parents rated the following three services as most important in student career planning:

1. Direct contacts with employers
2. Work experience
3. Information on career opportunities in different fields

Teacher survey: As a group the teachers indicated that the most pressing problems they felt students would encounter in placement were naivite regarding the demands of work and of further education and concentration on professional career roles.

Former student data: Interviews with a random sample of former students suggested the following problems related to placement.

1. The majority of those entering the work force quit their first job within six months due to dissatisfaction with pay, hours, or work they were doing.
2. The majority of those working indicated that they continue to aspire to a different career goal and see their current jobs as simply answering expedient financial demand.
3. Almost one-third of those who pursued further education quit before completing the program.
4. Most of those interviewed are not aware of the public and private resources available to help in career planning.

PLANNING THE PLACEMENT PROGRAM

Lesson 34 Evaluating the Placement Program

Prepared by Susan Kosmo

Student Objectives

1. *The student can describe the relationship between program goals and program evaluation.*
2. *The student can define several evaluation strategies which may be used to determine program effectiveness.*

Preparatory Activities

Instructor Preparation:

Review: "Planning the Placement Program" in Orientation to the Job Placement Process.

Student Preparation:

Read: "Planning the Placement Program" in Orientation to the Job Placement Service.

Materials Needed: None

Class Activities

Discussion Case Study

1. Introduce the concept of program evaluation and the necessity of including evaluation as an ongoing part of a placement program from its inception.
2. On the blackboard write the following statements:

> "To help each student take the next step in his/her personal career development."
>
> "To increase the placement opportunities available to students"
>
> "To increase students' placement competencies"

3. Discussion:

   a. What types of information would a placement staff have to gather to determine if they had in fact achieved these objectives?

   b. Could they have achieved these objectives and still had no impact on the placements actually obtained by students?

   c. Should the placements actually obtained by students be used as a measure of a program's success? When? Why?

   d. In what if any situations should the number of job placements or number of educational placements be used as a measure of program success?

   e. What difficulties might arise if such quantifiable criteria were used in a student advocate approach to placement?

   f. What, if any, criteria could be used to document the success of a student advocate approach to placement? How do these criteria differ from those used in a client-centered approach or a labor exchange approach? (See lesson on Models in Placement)

4. Read the following case studies to the class:

   a. *Jim Harding,* superintendent at Walt Whitman High School presented an impassioned plea to the school board for funding a placement program in his high school. He emphasized that many students were having serious difficulties locating work after leaving high school and presented figures supporting a 40% unemployment rate for youth in that district. The school board, after further discussion, funded a placement coordinator's position for the school. The person hired for this position performed a hasty needs assessment of the student population and an analysis of local labor market conditions. Based on this data, he decided that he was likely to have little success in generating job openings from employers for his students and that those that he might tap would be in such low paying jobs that students would not be interested. As a result, the coordinator directed his efforts at helping the teaching staff modify their curriculums so that future students could get access to the better jobs which were available. He canvassed the community for interested and knowledgeable employers to serve on an advisory committee for upgrading student preparation in occupational skills. He also contacted the local Job Service office and made arrangements for those students seeking work to register with this agency. Because many of these referrals to the Job Service were made late in the second semester, the coordinator was unable to secure data concerning the outcomes of these referrals before the end of the school year. Throughout the year, Jim Harding repeatedly commented positively to both the school board and the coordinator about the coordinator's busy agenda and enthusiastic attitude. When the board reviewed the placement program, however, most members recommended it be discontinued.

1. Why do you think this happened?
2. What were some of the problems which occurred?
3. How could these problems have been avoided?

b. *Margaret Jones*, guidance counselor at Union High School, convinced the school principal that the students at this school were extremely naive concerning the world of work and effective job-getting skills. She convinced him that a placement program might be of help in improving the situation. She suggested that to provide such a program she would need to relinquish many of her tasks related to student discipline and spend less time in personal-social counseling. At the end of the year, Margaret Jones met with the principal to discuss continuation of the placement program. She presented the principal with figures regarding how many students were placed on jobs, the types of jobs they held, and their annual earning rates. She also showed him several letters of endorsement from employers regarding her success.

   1. If you were the principal in this school, how would you react to Ms. Jones presentation?
   2. What other questions would you ask? Why?
   3. What meaning would these figures have?
   4. What other information would you need to determine the impact of this program?

5. Recap: The two situations were presented to emphasize the necessity of clearly stated goals and objectives, which are understood and accepted by all parties, as the criteria against which the program will be evaluated.

Optional Assignment

Select an objective for a placement program which you would see as valuable. Briefly describe why you selected this objective in terms of a more global mission, how you would implement it, and how you would evaluate your success in terms of:

a. accomplishing your objective

b. how accomplishing this objective related to the rationale you offered for including it

Follow-Up Session

Have each student present their prepared assignment and have the class analyze the variety of approaches which might be used to measure program effectiveness.

If the student's assignments do not draw attention to the following strategies, bring these out in discussion:

a. Use of follow-up data

b. Pre and post measures

c. Third party or expert evaluations

4. Survey data

COMMUNITY RESOURCES

Lesson 35 Identifying Community Resources

Prepared by Jan Novak

Student Objectives

1. *The student will be able to identify a variety of community resources appropriate to the school-based placement program.*

2. *The student will be able to initiate contacts with community resource populations.*

Preparatory Activities

Instructor Preparation:

Review: "Community Resources" in Orientation to the Job Placement Process.

Duplicate: Sufficient copies of Attachments A and B/Lesson 35 to allow one copy per student.

Student Preparation:

Read: "Community Resources" in Orientation to the Job Placement Process.

Materials Needed:

Copies of "Community Resource Survey" for each member of the class
Copies of the "Community Resource Grid" for each member of the class

Class Activities

Group Discussion
Scavenger Hunt

1. Discuss with the class community resources in relation to the school-based placement program. Topics which should be addressed include the following:

a. definition of community resources

b. various types of community resources

c. roles community resources can play in relation to the placement program

d. procedures and strategies for contacting and working with community resources

e. the importance of community resources to the placement program

f. ways in which the placement personnel can help and cooperate with community resource groups

g. the coordination of placement activities throughout the community

2. Have students brainstorm a list of agencies and organizations, both public and private, which provide vocational guidance services. Supplement list as appropriate with additional sources based on the readings and attachments provided.

Follow-Up Activity

Organize a scavenger hunt activity so that students can obtain more information about various local community resources and become more familiar with the task of working with such groups. Have students sign up in pairs and select one community resource (with which they are unfamiliar) to investigate. Students should visit the offices and people involved to learn what types of services, information, assistance, and opportunities are offered by the group to the community (including those available to special needs populations). Inquiry can also be made as to how the placement program might work with the particular community resources. Information obtained should be recorded on the "Community Resource Survey" and the "Community Resource Grid."

COMMUNITY RESOURCE SURVEY

Name ____________________ **Address** ____________________

Employing Agency ____________________ **Phone Number** __________

1. What, if any, eligibility requirements exist for services from your agency or institution? ____________________
____
____

2. What is the procedure for referral for services from your agency or institution? ____________________
____
____

3. Below is a list of placement services or activities which you may be providing students in planning and achieving their career goals. Please check all the services you provide.

Assessment and Appraisal--Do you provide:

a. aptitude tests? . . . . ______
b. achievement tests? . . . . ______
c. personality evaluations? . . . . ______
d. job tryouts or work experiences? . . . . ______
e. job interest inventories? . . . . ______

Informational Services--Do you provide:

f. written materials about occupations or training programs? (e.g., school catalogs, Occupational Outlook Handbook). . ______
g. speakers? . . . . ______
h. courses on occupations? . . . . ______
i. field trips to schools and employment agencies? . . . . . ______
j. Employment Service job bank? . . . . ______
k. information about job openings? . . . . ______
l. information about occupations through normal coursework?. ______

Counseling Services--Do you provide:

m. educational counseling? . . . . ______
n. occupational counseling? . . . . ______
o. personal-adjustment counseling? . . . . ______
p. parental counseling? . . . . ______

Preparation for Placement--Do you provide:

q. training in job interviewing and applications? . . . . . ______
r. training in appropriate job conduct? . . . . ______
s. training for a specific occupation? . . . . ______
t. assistance with application to college or training programs? . . . . ______

Referral Services--Do you assist students and adults:

u. by locating specific jobs? . . . . ______
v. by "selling" the person to an employer? . . . . ______
w. by explaining the person's special needs to an employer so that needed special arrangements can be made? . . . . ______

Follow-Up Services--Do you contact students/adults after placement:

x. to determine their job satisfaction? . . . . ______
y. to determine their satisfaction with the school or training program? . . . . ______
z. to determine additional career planning/placement services needed? . . . . ______

4. Estimated number of persons to whom you provided these services in the past year. ______

5. Cost, if any, for these services. ______________________________

6. With whom do you frequently or occasionally coordinate your career guidance activities? ______________________________

____

____

Adapted from: Merle E. Strong et al. A Coordinated and Comprehensive School-Based Career Placement Model. Volume III. Wisconsin Vocational Studies Center, University of Wisconsin-Madison, 1975, (pp. 41-42).

Community Resource Grid

Agencies	Testing	Career Information	Career Counseling	Occupational Training	Financial Assistance	Training in Job Hunting	Job Development	Job Placement	Transportation	Other
1. Job Service										
2. Manpower Council or CETA										
3. Vocational Rehabilitation										
4. State Apprenticeship Council										
5. County Social Services Agency										
6. Community Action Programs										
7. County Mental Health Agency										
8. Local Labor Unions										
9. Local Service Groups										
10. Local Business Groups										
11. Colleges and Training Institutions										
12. Small Business Administration										
13. (Other)										
14.										
15.										

Source: Susan J. Kosmo et al. Transitional Career Placement in the Rural School (Rural America Series). Wisconsin Vocational Studies Center, University of Wisconsin-Madison, 1976, p. 31.

COMMUNITY RESOURCES

Lesson 36 Working With Community Resources

Prepared by Jan Novak

Student Objectives

1. *The student will be able to meet and communicate with representatives of community resource groups.*
2. *The student will be able to identify ways in which the school-based placement program can work with various community resources.*

Preparatory Activities

Instructor Preparation:

Arrange: Make arrangements for representatives of three local community resource groups to be part of a panel for one class session (e.g., Job Service, Chamber of Commerce, and special needs groups). Each representative should be asked to give a brief presentation (5 to 10 minutes) about the group they represent (purpose, services offered to the community, their role in the organization, how they see the organization working with a placement program, etc.). The representatives should also be told that an informal question and answer session will be conducted during the class session. (NOTE: These tasks could be assigned to students.)

Student Preparation:

Review: "Community Resource Survey" worksheet

Prepare: Questions to ask the representatives of the community resource groups

Materials Needed:

Dependent upon the needs of the guest speakers

Class Activities

Symposium
Group Discussion

1. Introduce panel members to class and initiate brief panel presentations explaining the community resources they represent.

These should be no longer than 5 to 10 minutes so that sufficient time remains for a question and answer session.

2. Facilitate an informal question and answer session involving both class members and community resource representatives.

Follow-Up Activity

Have student fill-in the "Community Resource Grid" for the agencies and groups they have become familiar with through the scavenger hunt activity and panel presentations. The partially completed resource grid should be brought to class for the community resource summary discussion (Lesson 37).

COMMUNITY RESOURCES

Lesson 37 Exploring Community Resources

Prepared by Jan Novak

Student Objectives

1. *The student will be able to identify services, programs, and assistance sponsored by specific community resources.*
2. *The student will be able to organize and record information concerning community resources.*

Preparatory Activities

Instructor Preparation:

Review: "Community Resource Grid" (Attachment/Lesson 35) and make notations of any additional information or agencies which might be included.

Student Preparation:

Activity: Complete student follow-up activities (Lessons 35 and 36)--fill in "Community Resource Grid" for community resources based on scavenger hunt and panel presentation. Bring partially completed grid and completed "Community Resource Surveys" to class.

Materials Needed:

"Community Resource Grid"

Class Activities

Student Presentations
Group Discussion

1. Have each pair of students report briefly to the class on their findings from the scavenger hunt activity (Lesson 35). Facilitate an informal discussion about each community resource. Discussion can follow the services and programs outlined on the "Community Resource Grid." Other topics which may be discussed include the contact procedures initiated by the student, his/her experiences while becoming acquainted with the resource, suggestions as to making contact with such groups, etc.

2. Each student should complete his/her copy of the "Community Resource Grid" based on the class presentations and discussion. The completed grids may be kept for future reference.

ADVISORY COMMITTEES

Lesson 38 The Advisory Committee and the Placement Program

Prepared by Jan Novak

Student Objectives

1. *The student will be able to define a "placement program advisory committee" and its role in the community and school.*
2. *The student will be able to outline guidelines which need to be established before such an advisory committee is organized.*
3. *The student will be able to identify people in the community who might serve on a placement program advisory committee.*
4. *The student will be able to identify several criteria which might be used in the evaluation of the advisory committee.*

Preparatory Activities

Instructor Preparation:

Review: "Advisory Committees" in Orientation to the Job Placement Process.

Review: "If You Want Me to Serve on a School Advisory Committee" (Attachment/Lesson 38).

Duplicate: Sufficient copies of Attachment/Lesson 38 to allow one copy per student.

Invite: A member of a local placement program or career education advisory committee to meet with the class. Ask the committee member to discuss his/her experiences on the committee and to offer suggestions on how the placement staff and school can work more effectively with the advisory committee.

Student Preparation:

Read: "Advisory Committees" in Orientation to the Job Placement Process.

Read: "If You Want Me to Serve on a School Advisory Committee."

Materials Needed:

Copies of "If You Want Me to Serve on a School Advisory Committee" for each member of the class

Other materials dependent upon the needs of the guest speaker

Class Activities

Guest Speaker
Group Discussion
Written Paper

1. Introduce guest speaker and ask for his/her comments on their experiences as an advisory committee member, the role s/he sees the committee playing, how the placement program staff and school can work effectively with such a committee, etc.

2. Initiate an informal question and answer session between the students and speaker.

Follow-Up Activity

1. Have each student write a 2 to 3 page paper reacting to a situation such as:

   a. You (the student) are the director of a placement center and the school board votes that they want an advisory committee for your program established immediately. What do you do?

   b. You (the student) are the new director of a placement center. Your first day on the job you find out that the advisory committee is scheduled to meet next week. One of your staff members mentions that the last director didn't work well with the committee and that a lot of hostility has developed. Outline a "strategy plan" to improve the relations with the committee, including what you should do, if anything, before your first confrontation with them.

   Or have the students write a 2 to 3 page paper in which they express their views of a placement program advisory committee and specify how they see the committee and placement program staff working together.

NEWS from NACVE

July 1974

This special edition of News from NACVE *is devoted to the following article which Samuel M. Burt, a consultant to the National Advisory Council, wrote as an open letter and presented on June 11th at the annual conference held jointly by Maryland's State Advisory Council and the Division of Vocational-Technical Education. Written as a businessman's reply to an invitation to serve on a school advisory committee, the letter tells the educational community what to expect from a businessman and what a businessman expects from the educational community.*

IF YOU WANT ME TO SERVE ON A SCHOOL ADVISORY COMMITTEE

Mr. Educator:

I am pleased you have asked me to serve as an industry member of an advisory committee to our school system. I shall be delighted to accept your invitation--if you can assure me that I will be involved in an activity which is going to make some worthwhile and important contribution to the education of our youth. I want to be proud enough of this committee's work so that I may brag a little to my family, friends and associates that I was selected to participate--as you, yourself, stated--"because of my reputation as an outstanding member" of the field in which I am earning my living, "as well as for my interest in and understanding of the field of education."

To support my feelings about the importance of my service, I would like to have a letter appointing me on the committee signed by the highest possible school official. The letter should include some biographical information on the chairman and other members of the committee and also tell me exactly what is expected of me as a committee member in the way of advice, assistance, cooperation, money and time. Please note that if you tell me the committee will meet only two or three times a year, I will know that we really aren't going to do anything worthwhile!

On the other hand, if you seriously want help from the committee to improve our educational system, I need to be sure that I will be provided, initially and on a continuing basis, with information concerning educational developments within the school system, as well as at the state and national levels; be invited occasionally to attend local, state and national conventions of educators (you will be surprised by how many I will attend at my own company's expense); and that I will occasionally receive a special invitation to attend a school function, a board of education meeting, a state board meeting. I would also like to be kept informed of special studies affecting the educational program of my school system, and if possible, receive copies.

Source: News from NAVCE. July 1974. Reprinted with the permission of the National Advisory Council on Vocational Education.

In effect, what I am saying is that if you want me to advise you, I will feel much more comfortable if I know something about you and your environment. And while I am learning, hopefully I am becoming identified with you, the school, and the problems of the educational system. If you can get me to this point you can be assured of my active participation in the school program and on the committee. And beyond offering advice, I will actually cooperate with you to help you achieve your program goals.

How? In every way possible! I would be glad to help raise money for a scholarship fund; to help obtain needed school equipment on loan, as a gift, at special discount; to contribute expendable supplies, instructional and guidance materials; to provide work/study experiences; to employ graduates, to help counsel students; to assist teachers in enriching and expanding their instructional activities; and other services you may request. You name it! What I am really asking is that you, the professional educator, provide me, the interested layman, with counsel and leadership for my committee responsibilities.

I know there will be times when you will ask the committee for something you consider important that for some good reason we will not be able to provide. But we won't just be negative when this happens. We will tell you our problem and try to work things out with you. In the process, we will both learn more about industry and education, and together prove that industry-education cooperation can be a viable way of life for citizens and school people.

Sometimes I might want to do too much and try to get involved in administration. If I do, just point out that the best way I can help you is to give you advice and cooperation and leave the details of day-by-day school operations to you. In reality, I don't even have time to handle all my OWN day-to-day administrative problems, much less yours! But remember--as businessmen, we committee members are problem oriented and if you tell us about your problems we can help you with them, even if it takes time from our personal or business affairs. After all, we expected to spend time with you when we accepted service on the committee.

I would like to be welcomed in the schools as a friend and supporter--not seen as a meddlesome interloper. Naturally there are certain school regulations which I should observe when visiting, and you should make them clear to me. But if I occasionally drop in for a visit, give me a few minutes of your time. Your courtesy will be well repaid. I wouldn't come if I weren't interested!

I would like to know what other schools and school systems are doing about the problems you present to my committee. I want to feel there is some linkage between our school system and others in the area. I would like to know what the private schools are doing and what MDTA educational and training programs are available in the community. I want to understand the relationships which exist between these programs, the State Employment Service, "war-on-poverty" programs, correctional institution training programs and any others that will be providing manpower for industry. I want to know the whole picture, and even get a chance to visit these other educational programs. Perhaps our advisory committees ought to meet together once or twice a year. I want to know about these other programs so that I will not have the nagging feeling that I am being "used" to support one program in opposition to another. I want to feel that I am helping to improve "MY" school's contribution to the total community effort--

as a taxpayer, as an employer and as an interested citizen concerned with and involved in improving educational and manpower development programs in my community.

I would like to meet, more than on a token once-a-year basis, with the students in the school or program my committee was organized to serve. I want the students to know my committee exists. In the final analysis, our efforts are supposed to be directed at improving the education and training of students. I want them to tell me to what extent we are succeeding. As a matter of fact, I would like to have each graduating class elect one of its members to serve as an ex-officio member on our committee to tell us, in the first year after graduating, how relevant school really is in terms of real jobs.

I would like some expression of appreciation for my volunteered services and contributions. If this committee is as important as you tell me it is, give it and its members some concrete form of recognition. For example, if I donate a piece of equipment, put my nameplate on it. Send me a framed certificate of appreciation for my services. Hold a special annual event to recognize the services of all advisory committee members. Include our names in the school catalog and annual reports. We all like to see our names in print! Besides, when prospective students, their parents and others see that your programs, as described in the catalog, are receiving advice and assistance from industry people, the programs will gain in stature and prestige. In addition, my company and the industry I represent will be more than ever committed to support you.

When you ask me to attend a committee meeting, I want to know beforehand what will be on the agenda. I will want a brief background statement of the problems to be discussed and several possible approaches to the solution of each. Give me at least two weeks' notice of the meeting date. Make it at a convenient time and preferably at a school. And don't hesitate to remind me about it by letter or a phone call.

I want the meeting to be conducted informally and not to get tied up in parliamentary rules of order. I will want the meeting to be held within reasonable time limits. Don't let it drag on and on. I am used to crisp, businesslike procedures. I will want something to happen as a result of the meeting. I will want to know, as soon after the meeting is over as possible, what did and will happen as a result of our advice and services. I don't want to be asked to attend a meeting to approve something after it has already happened. If I find out I am being used that way, don't be surprised when I become your critic instead of your advisor!

I know I am asking a great deal of you. But I am willing to give a great deal in return. And the more you get from the committee, the better your program will be. The same is true for us, of course. All the committee members, as well as the industries we represent, will be benefitted by having a continuing source of qualified manpower available and by getting a good return from our educational tax dollars. All kinds of benefits will emerge if the committee is effectively used.

In final analysis, this is exactly what I want--effective utilization of my expertise, my knowledge and my interest in serving one of the most important components of my community--my schools and their students. If you are prepared to tell me how, when and where, I will do my best to help you and will appreciate the chance to serve--particularly if you get me involved in an activity in which I have some special interest. This means, of course, you and I will have to discuss what my special interests are vis-a-vis education and young people.

If you think I speak for myself alone, you are very much mistaken. Most industry representatives who agree to serve on school advisory committees feel as I do. However, too often and in too many situations, their expectations have not materialized.

Why? Because in our experience, we have found that too few educators and school administrators understand what motivates industry people to accept service on a school advisory committee. Or, if they do understand, they have not been able to provide the leadership, time and effort to effectively utilize the committees. If you cannot provide the staff time needed to allow for the full range of interests and desires of your committee to serve the school program, you will be better advised not to establish the committee in the first place. A poorly used committee is worse than no committee at all--you would find that you had created your own Frankenstein. Disgruntled members of poorly used committees frequently become the most active critics of school officials and public education.

Well, that seems to cover everything I had to say. It's up to you now to decide whether you want me to serve on your committee. I look forward to hearing from you.

Sincerely,

/s/ ______________________

A long-time advocate of industry-education cooperation, Samuel M. Burt has actively promoted its growth from his standpoint as managing director of the Education Council of the Graphic Arts Industry, as researcher and writer with two books and several published articles to his credit dealing with effective use of industry-education advisory committees, and as a consultant and lecturer to educational and industrial organizations seeking to develop industry-education cooperative programs. Currently he is devoting much of his time to the National and State Advisory Councils on Vocational Education as a consultant. This "message from a businessman," he informs us, was developed over a period of four years of constant rewriting as he refined what "knows for sure" about advisory committees. News from NACVE is pleased to make it available to all those who believe that public education can be improved, expanded, enriched and equalized only to the extent to which the public participates and is deeply involved in helping to resolve the problems of our nation's schools.

STAFFING THE PLACEMENT PROGRAM

Lesson 39 Staffing the Placement Program

Prepared by Susan Kosmo

Student Objectives

1. *The student can identify three different approaches to staffing a placement program and indicate the benefits and drawbacks of each.*

2. *The student can prepare a job description for:*
   a. *a placement program coordinator*
   b. *a career advisor, and*
   c. *a career development specialist*

3. *The student can suggest changes which may be necessary in current staff activities if teachers and counselors are to assume additional placement responsibilities.*

4. *The student can assess his/her own potential role in a school-based placement program.*

Preparatory Activities

Instructor Preparation:

A week prior to this class, select several pairs of students to make oral presentations to the class. Each pair will be assigned responsibility for preparing a five-minute presentation relative to one of the proposals discussed below. The audience to which they should gear their presentation would be a superintendent of schools who is interested in starting a placement program in a school district. Four possible proposals for staffing a placement program which you might want to address include (SEE ASSIGNED READING BELOW):

Counselor-Based Placement. The pair of students assigned to this topic should prepare a five-minute proposal urging the superintendent to hire an additional counselor in the guidance department to serve as coordinator of the school placement program. They should prepare a rationale for selecting a counselor for this position focusing on the counselor's competencies relative to placement and what services this counselor could provide.

Job Placement Specialist. This pair of students should prepare a rationale for hiring a job placement specialist for the school. The placement specialist would hold a co-equal position with the director of guidance services. The students should articulate a rationale for approaching placement in this manner. They should include a description of the competencies they would seek in the individual and the duties this person would assume.

Contract with Job Service. This pair of students should make a five-minute presentation regarding the value of contracting funds to the Job Service for placement assistance. The amount to be contracted should be assumed to be equal to the cost involved in hiring an additional staff member in the school. They should offer a rationale for why this approach should be taken and what services they might receive from this agency through such a contract.

Career Advisor Team. The students assigned to this proposal should assume the role of a career education consultant or a principal who would like to see placement pursued as a part of the faculty's responsibilities. They should address why placement should be pursued in this manner, what competencies team members would possess, what specific responsibilities they would perform, and what if any, compensation they would be offered in return for these duties. The team would be responsible to the career education director or the principal.

You may also include any other staffing models with which you may be familiar.

ALSO

Ask the other students to prepare a list of competencies they feel a person should possess to be effective in student placement. The list should include both the knowledge the person should possess as well as the skills they need to be effective.

Review: "Staffing the Placement Program" in Orientation to the Job Placement Process.

Student Preparation:

Read: "Staffing the Placement Program" in Orientation to the Job Placement Process.

Prepare: A list of desired competencies (see above).

Materials Needed: None

Class Activities

Simulation Discussion

1. Have the students assigned to the different roles sit in front of the class. Those students not assigned to any roles should have placed the lists of competencies they prepared before them. Tell them to refer to this list of competencies as each of the proposals are made. They are each to assume the role of administrators reviewing the possible proposals for implementation in their school district.

2. Have the four teams present their proposals to the rest of the class. Following the proposals, take a straw poll of the class to determine which proposals have the greatest appeal.

3. Discussion:

   a. Have those who voted for various proposals present the reasons why they selected that approach over the others. Encourage them to relate their decisions to the competencies they had listed.

   b. Ask them to consider whether their choice of staffing patterns would change if no additional funds were available for placement. In such a case, who should assume responsibility for which aspects of the program? Why?

   c. How would the type of setting--rural, urban, suburban, vocational education institution--affect their choice of staffing models?

   d. Many diverse qualifications have been suggested for those seeking positions in placement. Have the students discuss how much weight they would place on each in hiring placement personnel and why:

      1. Knowledge of labor market trends
      2. Contacts in the local labor market
      3. Teaching experience and certification
      4. Previous business or industry experience
      5. Knowledge of community resources
      6. School counselor certification
      7. Administrative experience

   e. Explore how variations of all these different staffing approaches might be incorporated in one program. For example: A career education coordinator might be chosen to coordinate the program; academic staff could be assigned responsibility for occupational information, opportunity surveys in their areas, and placement of students in cooperative or volunteer experiences in their areas of speciality; the guidance staff could be assigned responsibility for testing, counseling, training in placement-securing skills, and developing student placement plans; a retired person from business might be recruited on a volunteer basis to help students locate contacts in the labor market; and students could be referred to the Job Service as appropriate.

*Assignment

Based on your readings, your experience and competencies, and the class discussion, write a short description of the type of role you would choose to play in a school-based placement program. Identify the specific tasks relative to student placement you would be interested in performing and have competencies for doing.

*This assignment is strongly recommended. If it can not be done following the class, have your students prepare to do this on a final exam.

STAFFING THE PLACEMENT PROGRAM

Lesson 40 Involving the School Staff in the Placement Program

Prepared by Susan Kosmo

Student Objective

The student will be able to suggest several placement-related activities which can be appropriately integrated into the curriculum.

Preparatory Activities

Instructor Preparation:

Divide the number of students in the class by six to determine the approximate number of groups you will have.

For each group of six, type the following titles on separate slips of paper:

Head of English department
Librarian
Guidance counselor
Head of Social Studies department
Office practice teacher
Placement Coordinator

Student Preparation: None

Materials Needed:

Above slips of paper

Class Activities

Role Playing Exercise
Discussion

1. Role Playing Exercise: 25 minutes

Divide the class into groups of six. Have each student in the group select a slip of paper. Instruct them that these will be the roles they will assume in the role playing exercise.

The instructions for each small group are the following:

> "The high school principal (with the full support of the school board) has decided that the major goal of the school for the upcoming year will be to improve the school's placement effort. He has requested that each department develop some suggestions regarding how their departments can cooperate with the placement program. You are at a meeting with the placement coordinator to develop some tentative suggestions. At the end of twenty minutes, the placement coordinator in each group will report to the rest of the class on the suggestions your group has developed."

2. Discussion: 25 minutes

Each of the placement coordinators can report on the suggestions developed by his/her groups.

a. What, if any, similarities were evident?

b. Are there other activities which could be appropriately designated to other departments? For example, a public speaking instructor could provide training on effective communication skills or a journalism class and art class could collaborate on the development of a brochure.

STUDENT INVOLVEMENT

Lesson 41

Involving Students in the Planning and Operation of the Placement Program

Prepared by Jan Novak

Student Objectives

1. *The student will be able to present the concept of student involvement in the planning and operation of a school-based placement program.*

2. *The student will be able to assess the extent of student involvement in an actual placement program.*

3. *The student will be able to suggest means by which an actual placement program can increase student involvement in its planning and operating procedures.*

Preparatory Activities

Instructor Preparation:

Review: "Involving Students in the Planning and Operation of the Job Placement Program" in Orientation to the Job Placement Process.

Duplicate: Sufficient copies of Attachment/Lesson 41 to allow one copy per student.

Contact: Local school-based placement program coordinators/directors to see if they would cooperate with a class project: a small group of students would be assigned to visit and observe the placement center and its programs and to meet with the placement personnel to observe and discuss student involvement in the program.

Student Preparation:

Read: "Involving Students in the Planning and Operation of the Job Placement Program" in Orientation to the Job Placement Process.

Materials Needed:

Copies of "Student Involvement Observation Activity" for each class member

Class Activities

Group Discussion
Brainstorming
Case Study

1. Discuss with the class the relationship of the student to the school-based placement program, especially the involvement of students in the planning and operation of the program. Topics which may be addressed include:

    a. How the placement program can benefit from student involvement

    b. How the individual student can benefit from being personally involved in the planning and operation of the placement program

    c. How the total student population can benefit from students being involved in the planning and operation of the placement program

    d. How placement personnel can benefit from student involvement

2. Brainstorming Activity:

    a. Have class brainstorm/develop a list of typical activities involved in the operation of a placement program--or refer to the activities suggested in the materials on staffing.

    b. Discuss the ways in which students could become involved in these activities. Include discussion on the motivation for students to become involved (e.g., pay or course credit) and ways in which school clubs can participate.

Follow-Up Activity

Have the class divide into small groups and assign one of the cooperating local school-based placement programs to each group. (NOTE: If only one or two such programs are available for study, this activity could be revised to have program representatives meet with the class as a whole.) When the students visit the local program, they should complete the activities outlined in "Student Involvement Observation Activity" (Attachment/Lesson 41).

Attachment/
Lesson 41

Student Involvement Observation Activity

1. Obtain name of placement program contact person, school, phone number, and any other necessary information from instructor.

   Contact Person ____________________________________

   School ____________________________________

   Phone ____________________________________

2. Make arrangements with the contact person to visit the placement center and program facilities. It may be necessary to summarize the class project and refer to the initial contact made by the instructor.

   Visitation Information __________ Date __________ Time __________ Place

   Person to contact upon arriving at Center ____________________________

3. Upon visiting the placement center, introduce the group to the contact person and discuss the areas and activities the group can visit and observe. (Note the times observations should be made if applicable.)

4. Visit and observe the placement areas and activities noting:

   a. staff involvement
   b. current student involvement
   c. current situations which could use more staffing
   d. program areas which could be emphasized
   e. areas which could utilize assistance from students
   f. other

5. If students are available, discuss the above topics (a-f) with them.

6. Meet with placement personnel to discuss student involvement in the placement program. Topics which can be discussed include:

   a. current student involvement in both planning and operation
   b. staffing needs
   c. problems encountered with student involvement/assistance
   d. programs unable to be implemented due to under-staffing
   e. opportunities they see for increased student participation

7. As a group, review interviews and observations. Prepare a list of specific suggestions for increasing student involvement in the placement program observed and outline a plan for implementing such involvement. Many of the suggestions listed may be in "rough form"--these may serve as "thought provokers" to the placement personnel and class.

8. Give a copy of the suggestions for increasing student involvement and any plans for implementing such involvement to the placement personnel. Along with thanking them for their cooperation, invite them to comment on your suggestions.

STUDENT INVOLVEMENT

Lesson 42 Increasing Student Involvement

Prepared by Jan Novak

Student Objectives

1. *The student will be able to identify means by which student involvement can be increased in the planning and operation of a school-based placement program.*
2. *The student will be able to prepare a plan for increasing student involvement in an actual placement program.*
3. *The student will be able to present a plan for increasing student involvement in a placement program.*

Preparatory Activities

Instructor Preparation: None

Student Preparation:

Activity: Complete student follow-up activity (Lesson 41) and prepare a report for increasing student involvement in the placement program observed and studied. (Reports should be brought to class meeting for presentation.)

Materials Needed: None

Class Activities

Student Presentations
Group Discussion

Have each group present their suggestions to the class for increasing the student involvement in the placement program they observed, including any feedback from the placement personnel if it is available. Have the class discuss the plan outlined as to its feasibility; degree of increased involvement; benefits to the personnel, students, and program; etc.

UNIT IV - RESOURCE MATERIALS

Identifying and Selecting Resource Materials

The Placement Resource Center

RESOURCE MATERIALS

"Will my background in home economics help me get that nursing attendant job at the hospital?"

"What does the country collection clerk do at the bank?"

"How much would I make as a shotblaster at the foundry?"

"Are many women employed as building inspectors?"

"How much would I make playing with the Chicago symphony?"

"Do all X-ray technicians work in hospitals?"

These are only samples of questions placement staff, counselors or teachers might be asked during the course of a year--or possibly a day. Each student or job-seeker has individual wants and needs and often directs questions such as these to the placement staff. Where does one begin to find the answers? This group of lesson plans is designed to assist in identifying, evaluating, selecting and using placement and career education materials--the initial steps in helping students and job-seekers find answers to their infinite number of questions.

Placement staff will be better prepared and able to deal with students if they are familiar with placement, career, occupational and educational information and know where it can be found. Helping a student begin his/her personal search for information can be a rewarding opportunity, but such an opportunity also bears much responsibility and requires awareness of useful and available materials.

A multitude of information about occupations, universities, technical and trade schools, employability skills, and related topics is available on local, state, regional, and national levels. These materials can be most helpful to the student looking for a job, deciding which college to attend or laboring over what career to choose. Placement personnel need to be aware of these materials, how they can be obtained, how they can be used and where they can be found in the school.

Teaching the Unit

The lesson plans presented here are designed to assist placement personnel in identifying, evaluating, selecting and using placement and career education materials. The concept of a "placement or career resource center" has also been introduced as the focal point for housing and disseminating placement and career information through a variety of media and activities.

The student is initially introduced to identifying placement and career education materials and then proceeds to evaluating and selecting such materials for use in a model placement program. The lessons culminate in the students developing activities and selecting materials and media appropriate to specific goals of a placement or career resource center. The basic goal of these lessons is to acquaint the student with the many resources available and to assist him/her in understanding the utilization and role of such resources in placement and career education programs.

The lesson plans have been organized as follows:

"Identifying Placement Materials" (Two lessons)

"Evaluating and Selecting Placement Materials"

"Effective Use of Placement and Career Education Materials"

Because placement personnel need to be able to work with placement and career information, a "hands-on" experience has been emphasized in these lessons. Students are required to identify and collect materials using their own initiative and resourcefulness. They also evaluate the materials and determine ways in which they might be used in placement programming. Actual contact with and use of materials is encouraged so that students will be familiar with the process of identifying and working with materials. This experience should also better prepare students to expand a materials collection already established at their school.

The suggested assignments (e.g., scavenger hunt activities, class reports and completed worksheets) can be used to evaluate student progress. The assignments or reports can be expanded dependent upon the emphasis desired and the evaluation required. It might be beneficial or more appropriate for the class to develop a placement and career information notebook containing all the information, lists, abstracts, activities, etc., collected and developed by the class as a whole. The notebooks could then be duplicated and distributed to each class member for personal use. Such a notebook might serve in the future as a guide for identifying and using materials in one's own placement program.

IDENTIFYING AND SELECTING RESOURCE MATERIALS

Lessons 43-44* Identifying Placement Materials

Prepared by Jan Novak

Student Objectives

1. *The student will be able to identify placement and career education materials.*
2. *The student will be able to identify a variety of sources for placement and career education materials.*
3. *The student will be able to identify individual materials available from specific agencies, companies, and organizations.*
4. *The student will be able to summarize and present these materials and resources to the class.*

Lesson 43

Preparatory Activities

Instructor Preparation:

Review: "Identifying, Evaluating, and Selecting Placement and Career Education Materials" in Orientation to the Job Placement Process.

Obtain: Copies of bibliographies and catalogs (such as the ones included in "Identifying, Evaluating, and Selecting Placement and Career Education Materials") which list assorted placement and career education materials. Have these bibliographies and catalogs available for student review in the classroom.

Student Preparation:

Read: "Identifying, Evaluating, and Selecting Placement and Career Education Materials" in Orientation to the Job Placement Process.

Materials Needed:

Bibliographies and catalogs listing placement and career education materials

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*The teaching of this topic will likely require two class sessions, therefore, lessons 43 and 44 are combined.

Class Activities

Group Discussion
Brainstorming
Scavenger Hunt/Abstract Materials

1. Introduce the concept of placement and career education materials to the class. A discussion should include the following concerns:

    a. definition of placement and career education materials

    b. the importance of such materials to the placement program

    c. why students need such materials and how they can use them

    d. the need for an organized plan to identify and collect such materials and the people who might be involved in such a search

    e. types of materials which may be useful to the placement program and activities

    f. examples of sources for obtaining or identifying such materials, e.g., local, state, and national agencies; private and commercial organizations; and publishers

    g. procedures or strategies for obtaining (or contacting) sources of information

2. During a brainstorming session, have students identify local, state, and national agencies, departments, organizations, community groups, business-industry-labor groups, professional organizations, etc., which may have information dealing with placement and career education (e.g., occupations, resumes, and employability skills). These should be noted on the blackboard so they can be used during the "Student Follow-Up Activity" presented below.

Follow-Up Activity

Have the class conduct a scavenger hunt to locate and identify various placement and career education materials. Dependent upon the class size, the students could be divided into two or three groups to carry out the following activities:

Group A: Have each student select 1 to 3 of the agencies, organizations, or groups identified during the brainstorming session or listed in "Identifying, Evaluating, and Selecting Placement and Career Education Materials." The student should then contact these groups to identify the placement and career education materials available through that office or organization. Information collected can be recorded and shared with the entire class (see Lesson 44).

Group B: Students should select and contact several publishers/companies (see the list included in "Identifying, Evaluating, and Selecting Placement and Career Education Materials") to identify the materials they offer. (So that materials might be obtained for use in a future evaluation activity, students might ask for review or sample copies of some of the available materials.) Information can be shared with the class (see Lesson 44).

Group C: Students should make arrangements to visit a local school-based placement program where they can identify and abstract placement and career education materials currently in use. This activity offers a "hands-on" experience to help them become familiar with many of the materials needed.

Group D: Students should select several of the bibliographies and catalogs available to the class which list materials. They should then review and abstract each of the catalogs/bibliographies. This information can then be shared with the class (see Lesson 44).

Lesson 44 on next page

Lesson 44

Preparatory Activities

Instructor Preparation: None

Student Preparation:

Activity: Complete student follow-up activity (Lesson 43), e.g., contact agencies or organizations, contact publishers/companies, or review and abstract bibliographies and catalogs.

Materials Needed:

Materials collected by students during the scavenger hunt
Abstracts of bibliographies and catalogs written by students

Class Activities

Group Discussion
Student Presentations

1. Have students report back to the class on their experiences and findings when contacting the local and state agencies, organizations, firms, etc. They may wish to report on:
    a. the type of group contacted
    b. the procedures followed for making the contact
    c. the type of reception received
    d. the information and/or materials identified and collected
    e. suggestions regarding future contacts with that particular group
    f. any differences observed between the different groups they contacted
2. Have students report to the class their experiences and findings from contacting publishers and companies. They may also report on the concerns (a-f) mentioned above.
3. Have students summarize the catalogs and bibliographies they reviewed and abstracted to familiarize the class with the resources.
4. Discuss with the class the findings, the steps followed, and ways in which such contacts might be more successful in the future.
5. Have students discuss their experiences and the materials found at the local placement program center.

IDENTIFYING AND SELECTING RESOURCE MATERIALS

Lesson 45 Evaluating and Selecting Placement Materials

Prepared by Jan Novak

Student Objectives

1. *The student will be able to list criteria by which placement and career education materials can be evaluated.*

2. *The student will be able to evaluate placement and career education materials as to their appropriateness for a school-based placement program.*

Preparatory Activities

Instructor Preparation:

Review: Section dealing with evaluation of materials in "Identifying, Evaluating, and Selecting Placement and Career Education Materials" in Orientation to the Job Placement Process.

Obtain: Copies of resources which assist the educator in evaluating materials such as the ones listed in "Identifying, Evaluating, and Selecting Placement and Career Education Materials." Have these resources available for student review in the classroom.

Student Preparation:

Review: Section dealing with evaluation of materials in "Identifying, Evaluating, and Selecting Placement and Career Education Materials" in Orientation to the Job Placement Process.

Bring to class: Materials collected during the scavenger hunt or review process.

Materials Needed:

Copies of resources which assist in evaluation of materials
Placement and career education materials collected by instructor(s) and students

Class Activities

Group Discussion
Group Workshop

Discuss with the class criteria which may be used in evaluating placement and career education materials. Included in the discussion should be the importance of such an evaluation procedure and possible methods or procedures for implementing the evaluation of materials.

Follow-Up Activity

Have the class divide into small groups suitable for a "workshop session." Based on the class discussion, have students evaluate the materials the members of the group have collected or identified as to their appropriateness for inclusion in the placement program or center. (Materials considered can include those they obtained during scavenger hunt activities, materials instructors have collected, materials which have been listed in the bibliographies and catalogs reviewed, and materials listed in "Identifying, Evaluating, and Selecting Placement and Career Education Materials.") Each group should establish a model placement center/program to enable them to apply certain criteria to the materials they are considering, e.g., size, budget allocations, student populations (including special needs groups), type of community (rural or urban), and the type of facilities available for using the materials. The final project of the group might be an outline of the nature of the placement program with a listing of appropriate materials and a brief explanation of why or why not certain materials were selected. These reports could be duplicated and distributed to all class members. (NOTE: While some outside class time will have to be devoted to this activity, groups may be allowed to meet during extra class time.)

THE PLACEMENT RESOURCE CENTER

Lesson 46

Effective Use of Placement and Career Education Materials

Prepared by Jan Novak

Student Objectives

1. *The student will be able to illustrate the incorporation of activities and media into the everyday happenings of a placement and career resource center.*

2. *The student will be able to demonstrate the use of activities and media for specific learning experiences based on the goals and objectives of a placement and career resource center.*

Preparatory Activities

Instructor Preparation:

Review: "Career Resource Centers: 'Living Rooms' not 'Storerooms'" in Orientation to the Job Placement Process.

Duplicate: Sufficient copies of Attachment/Lesson 46 to allow one copy per student.

Student Preparation:

Read: "Career Resource Centers: 'Living Rooms' not 'Storerooms'" in Orientation to the Job Placement Process.

Materials Needed:

Copies of "Activity Planning Sheet for Using Resources" for each class member

Class Activities

Group Discussion
Worksheet Activity

1. Discuss with the class the incorporation of activities and media into the placement and career education programs. Topics to be addressed can include the following:

   a. why activities and media are important to the programming

b. factors which should be considered in selecting, developing, and utilizing activities and media

c. how activities and media can be incorporated into the placement programming

d. specific examples of how activities and media can help students reach learning objectives

e. the role of different teaching-learning experiences as they relate to learning objectives and goals

f. the types of resources which are available for use in placement programming--media, for activities, etc.

g. the importance of the audience's needs and abilities in selecting activities and media to be used

Follow-Up Activity

Have each student select two or three specific learning objectives appropriate to a school-based placement program. Using one "Activity Planning Sheet for Using Resources" for each learning objective, the student should fill in the sheet beginning with the "Learning Objective," "Resources," and "Teaching Strategies." Based on the information they include in these spaces, they should develop "Resulting Activities" which could be included in the placement programming to make it more creative and interesting for students and job-seekers. Many of the ideas developed could be shared with the class through a class discussion/presentation session or by duplicating the planning sheets and distributing them to all the class members.

Attachment/
Lesson 46

ACTIVITY PLANNING SHEET FOR USING RESOURCES

LEARNING OBJECTIVE

RESOURCES Printed	Sample Materials
Audio-Visual	Facilities/Locations
People	Other

TEACHING STRATEGIES

RESULTING ACTIVITIES - Individual & Group

UNIT V - MEETING THE PLACEMENT NEEDS OF SPECIAL TARGET GROUPS

The Disadvantaged

Women

The Handicapped

MEETING THE PLACEMENT NEEDS OF SPECIAL TARGET GROUPS

A basic premise of school-based job placement programs has been the need to provide these services in an equitable manner to all students. Unfortunately, merely ensuring that placement services are provided in a nondiscriminatory fashion does not guarantee that all students will have equal access to job opportunities. Some students encounter barriers to occupational entry because of their personal background or characteristics. Race, sex, educational background, and physical and mental disabilities each have been demonstrated to correlate with employment entry and advancement. People who share these characteristics also often share similar circumstances which have contributed to job entry problems. For example, many women have failed to develop the personal assertiveness necessary for success in professional job interviews. Disabled people often encounter misconceptions concerning their insurability. These shared circumstances, therefore, can be used to identify common problems of various special needs groups. These common problems must be addressed in designing placement programs which strive to provide each student with equal access to job opportunities.

Teaching the Unit

The lessons included in this unit reflect the fact that the major problems encountered by all these special needs groups have been prejudice and misconceptions. The initial lesson includes a role processing script which encourages students to explore the process by which the needs of these special groups can be balanced with those of students in general. Stereotypical attitudes are explored. The three major divisions within the unit--disadvantaged, women, and the handicapped--also contain specific lessons dealing with attitudes and values.

Several of the lessons in the unit also deal with the use of community resources. The students are encouraged to examine the expert assistance these agencies can offer. The materials presented in both the companion textbook and these lessons provide mainly an overview of the problems encountered by these groups as they attempt to enter and advance in the job market. Wherever possible, the instructor is urged to use guest speakers and the personal experiences of students to expand this overview.

A student-prepared case study may be an excellent way to evaluate the student's understanding of the materials presented. In the case study, the student should consider the barriers which the person's sex, race, or disability posed to occupational entry. The student might also be asked to identify several local agencies which could provide assistance to this client. An alternative activity which might be assigned would be to have the students interview personnel who work in agencies serving individuals in these groups, e.g., social workers at a county social service agency, rehabilitation counselors in a sheltered workshop, special education teachers, etc. The student could submit a summary of this interview for instructor review.

MEETING THE PLACEMENT NEEDS OF SPECIAL TARGET GROUPS

Lesson 47

Incorporating the Needs of Special Populations in the Placement Programs

Prepared by Susan Kosmo

Student Objective

The student will be able to discuss reasons for balancing the placement needs of special groups in the planning of a placement program.

Preparatory Activities

Instructor Preparation:

Duplicate: Five copies of script. See Attachment/Lesson 47.

At the class session prior to this one, distribute the scripts to the five actors you have selected to portray each of the roles. Ask them to read the script over a few times for familiarity prior to the next class.

Review: The guidelines for using the role processing technique in the Appendix of this guide.

Student Preparation: None

Materials Needed: None

Class Activities

Role Processing

1. Review with the classes the basic procedures involved in role processing. Identify the "ego-groups" for each character.
2. Set the scene and read the character descriptions to the class.
3. Enact the script.
4. After the reading of the script, each character should meet with his/her ego group and discuss how the character should approach the

September meeting. The group should try to identify a few objectives their characters would be likely to support and possible strategies they might follow in getting support for these objectives.

Allow this discussion to continue for 15 minutes.

5. Re-assemble the actors for the September meeting. Continue the role processing until approximately ten minutes before the end of class.
6. Debrief during last ten minutes of class. Discuss the implications of this exercise for planning a placement program.

Attachment/
Lesson 47

"EVERYONE WANTS A PIECE OF THE ACTION"

By Susan J. Kosmo

Wisconsin Vocational Studies Center

SCENE

It's early August. The coordinator of the placement program has called a meeting of the internal advisory committee to discuss last year's program efforts and identify program objectives for the next year. The program has been operational at Edison Technical School, a secondary level vocational-technical school, for one year. The committee received a program summary prior to the meeting which indicated the following major statistics for the previous year:

(1) 75% of the school's graduates had secured employment by July 15.

(2) A one day workshop in job-getting skills had been sponsored for all graduates.

(3) An evaluation completed by local employers indicated a favorable reaction to the school's placement program.

CAST OF CHARACTERS

Grace (or George) Grover. *Placement program coordinator.* Before coming to Edison, Ms. Grover had been assistant personnel director for a large local insurance company. Her basic philosophy for the placement program is to increase the job placement of students by being more responsive to employers needs.

Ernie Jackson. *Minority students program advisor.* Mr. Jackson was hired through a special funding program of CETA to provide career counseling to disadvantaged students and serve as their advocate in school program planning.

Bea Bird. *Faculty member in electronics.* Ms. Bird has received a good deal of local publicity since she broke the traditional male barrier and became a part of the electronics faculty. She contacted Ms. Grover when this committee was formed and asked to serve. She has been a strong supporter of women's movement into non-traditional fields.

Bert Street. *A veteran instructor in auto mechanics.* Mr. Street has witnessed the growth and decline of a lot of programs in his day. He's more than a bit skeptical of special programs. He feels the school should get back to the old days when teachers taught the basics and students learned or were "out-on-their-ears."

Oscar Grim. *Assistant principal.* Mr. Grim has spent the better part of the last ten years trying to get ahead of the day-to-day crises. Whenever someone or some special interest group has a "beef" with the school, they are referred to Grim. In these encounters, Grim tends to listen to the complaints and then explores whether there might be at least some token effort that the school can make to respond to them.

"Everyone Wants a Piece of the Action"

SCRIPT

Grace - I want to thank you all for coming in on such a nice day. I'm sure there are a lot of things you'd rather be doing than sitting in this stuffy faculty room.

Oscar - That's all right, Grace. I'd have had to be here anyway. A local neighborhood association is coming in to see me in an hour about students dropping gum and candy wrappers all over their lawns. I've asked the vending machine service if they could remove the wrappers from the candy bars before they're dispensed. That should, hopefully, solve the problem.

Bert - I'm in kind of a hurry, too, Grace. My wife wants me to take her out to Appliance Charley's today to look at trash compactors.

Bea - Just a second, fellas. As far as I'm concerned this meeting is critical and I don't think we should simply rubber stamp the report Grace gave us. We all know there are some serious problems with it.

Bert - I looked it over. It looks fine to me. Most of the kids got jobs. That's what Grace was hired to do as I understand it so let's not look for problems that aren't there.

Grace - Thank you for your support Bert. This meeting shouldn't take long.

Oscar - Bert's right, Bea. I think Grace should be commended on her efforts. Several of the parents have personally commented to me that Grace helped their kids find a job. Believe me, I don't hear favorable comments very often. They usually save their complaints for me. For example, the other night I was . . .

Bea - (interrupting) I know, I know Oscar. The life of an assistant principal is fraught with headaches. But please don't treat me as though I'm merely ruffling my feathers. I've looked at this report carefully and on page 12 there is a table of placements by sex. One thing stands out loud and clear on this table. With few exceptions, all the jobs women students took were in traditional fields. What did we have? Two women in auto mechanics, three in agri-business, one in small appliance repair. Need I go on?

Bert - Aw come on, Bea. You know there's only a handful of girls in each of those programs. Besides (chuckling to himself) most of the one's I get in auto mechanics take the course to meet boys rather than get a job.

Bea - I thought we were beyond the stage of those types of remarks, Bert.

Grace - Bea, I appreciate the conscientiousness you showed in reviewing the placement report. As you know, though, Bert has a point--the enrollment of women in non-traditional courses is still very low. I'm afraid there is little I can do about *that*!

Bea - I understand that, but that's all the more reason why there has to be 100% placement of those young women who do enroll. Ten young women were enrolled in auto mechanics, only two of them were placed on jobs.

Grace - Employer prejudices and stereotypes can't be overcome immediately. Besides this year I couldn't afford to make waves. First and foremost I had to get the cooperation of employers. I can use that cooperation later to bring about some changes. But if I alienate them right off the bat, we'll never get anywhere.

Ernie - I suppose that also explains why the employment rate for blacks was only 50% while that of white students was 80%.

Bea - Ernie, can we please finish with one issue before we go on to the next.

Ernie - Bea, I've listened to you talk on and on about a few women who want to do men's work. But that issue is insignificant compared to the high unemployment faced by black students. These students just want a job; they're not fussing over whether its traditional or non-traditional. You've asked that 100% of the women in these courses get jobs, but at whose expense?

Oscar - Let's see if I'm hearing you two correctly. It sounds to me like you both want to see a higher employment rate for students. Now, as I recall, that's what Grace's program is trying to do. Let's not undermine it before it even gets off the ground, okay Ernie and Bea?

Bea - No, it's not okay. I think you and Ernie and the rest of you are missing my point. I'm not talking about finding jobs just for the small group of women enrolled in the industrial programs just so they're employed. Finding jobs for these young women benefits all the women in this school by proving to them it pays to take a chance on yourself. The point is, I'm saying that their placement will be of benefit to all women students who incidentally represent 40% of those enrolled in Edison Technical School.

Ernie - Oh that's the new argument this year! Women represent 40% of the enrollment and minority students only account for 10% so women should get special treatment.

Bert - I don't think anyone should get special treatment. This country was founded on equality and that means everyone should be treated equally--no favors. If my students don't do well, I fail 'em whether they're black or white, boys or girls, short or tall . . .

Ernie - That's what the black fellas say when I talk to them, Bert. They say that "Old Bert Street is really into equality. He gives me every chance to fail his course!"

Grace - I think we're getting away from the basic reason for our meeting. I wanted to ask all of you to comment on the direction placement services should take in the future at Edison Technical School. For example, no one has commented on the job-seeking skills workshop. I was wondering if you thought this should be continued?

Oscar - Definitely! As a matter of fact, next year I think faculty and staff should be given a chance to come. Some of us might be interested in some tips on job-seeking.

Bea - I'd like to see you add a session though on legal issues in getting, keeping, and advancing on the job. Many young women wouldn't recognize discrimination if they encountered it.

Ernie - Could you add a separate seminar series for minority students? Many of them don't know how to speak like WASPS or assert themselves like the white students when they're looking for jobs. They need some confidence building before the job hunt. In a large class in job-seeking, where 9 out of 10 students are white, they come away with the impression that the cards are all stacked against them.

Grace - Well, I'm not sure if the placement staff should be responsible for that program. Some people might feel we're showing preferential treatment to minority students.

Oscar - Grace has a point, Ernie. You'd be amazed the things I get complaints about around here.

Bert - Grace, rather than having us tell you how to do your job, why don't you draw up a list of objectives you'd like to implement for next year and we'll discuss each of them at our meeting at the beginning of September.

Grace - I could do that if you'd like. I know both Bert and Oscar have other appointments and we really should take a little more time to discuss these issues. So, if that's all right with the rest of you we'll adjourn this meeting for the time being.

Oscar - That sounds good to me, Grace. One thing I should caution you about, though, when you work on next year's objectives--maybe you'd better throw something in on the handicapped. Last Monday, the president of the local retardation association called me to complain that you were stealing jobs from retarded kids. I know that sounds ridiculous, but he said that you got listings from several local restaurants for busboys, busgirls, and dishwashers. I guess, in the past these restaurants had always contacted the association when an opening arose. You apparently have been able to send them applicants faster than his association can.

Bea - Grace, why are you recruiting dishwasher jobs for our students?

Grace - Those are recruited as part-time jobs for currently enrolled students. Without these jobs, many students couldn't afford to stay in school.

Bert - Well let's not get off on that now. I'm sure Grace will come up with some way to handle the association's concerns.

Oscar - Yes, I'm sure she can. Before I run, however, I want to complement Grace on the fine job she's doing. I think we all owe her our continuing support.

FREEZE

THE DISADVANTAGED

Lesson 48 Designing Placement Programs for the Disadvantaged

Prepared by Susan Kosmo

Student Objective

The student will be able to describe the implications of several factors for designing placement programs for the educationally and economically disadvantaged.

Preparatory Activities

Instructor Preparation:

Review: "Meeting the Placement Needs of the Disadvantaged" in Orientation to the Job Placement Process.

Obtain information on the procedures for taking the high school equivalency exam.

Student Preparation:

Read: "Meeting the Placement Needs of the Disadvantaged" in Orientation to the Job Placement Process.

Materials Needed: None

Class Activities

Group Discussion

1. Based on the assigned reading, ask the students to brainstorm several variables which tend to be characteristic of the disadvantaged. Emphasize that these reflect group characteristics rather than individual traits. Among the characteristics which can be included are:

   a. Short-term rather than long-term career goals

   b. Limited contacts in the labor market

   c. Limited exposure to successful role models

   d. Nonverbal

   e. Poverty

   f. Frequent history of academic deficiencies

   g. Neighborhoods have concentrated high unemployment

2. Discuss the implications of these characteristics for designing placement programs for the disadvantaged.

   a. What types of programs might be most valuable? Why? (e.g., on-the-job training)

   b. What types of programs would be discouraged? Why ? (e.g., long-term career counseling)

3. Describe the high school equivalency test including its use and how to register to take it.

THE DISADVANTAGED

Lesson 49 Community Programs for the Disadvantaged

Prepared by Susan Kosmo

Student Objective

The student will be able to list several community programs for the disadvantaged and agencies which sponsor these programs.

Preparatory Activities

Instructor Preparation:

One week prior to class assign a student the responsibility for locating information on each of the following work and/or financial aid programs (one student per program):

Public Service Employment Program
Job Corps
Work Incentive Program (WIN)
Unemployment Insurance Program
National Alliance of Businessmen (NABS Program)
Workmen's Compensation Program
Social Security Disability Income
Supplemental Security Income
Aid to Families with Dependent Children (AFDC)

Add any other local programs for the disadvantaged with which you are familiar.

Ask each of the students to prepare a short (5 minute) report on the program indicating:

- eligibility and types of clients served
- agency which operates the program (e.g., Job Service, county social services department)
- types of services provided

Student Preparation:

Those students assigned to a program should complete their reports.

Materials Needed:

One copy of Attachment/Lesson 49.

Class Activities

Oral Reports
Discussion

1. Oral Reports

   Ask each student who was assigned responsibility for a program to present his/her report.

2. Discuss

   a. Which of these programs encourage the unemployed to seek employment? How?

   b. Which of the programs discourage employability? How?

3. Read several of the cases presented on Attachment/Lesson 49 to illustrate the types of disincentives to employment.

DISINCENTIVES TO EMPLOYMENT[*]

Case Study A

David T. is a 51 year old male who was a former machinist. He has had to discontinue his machinist work activity because of arteriosclerosis and a cardiac condition. The client was in the Medical Corps while he was in the US Army. He is married and has eight children, and currently receives a total of $417.80 for SSDI benefits which are tax free. His DVR counselor set up an on-the-job training situation for the client at Veterans Hospital. David impressed the medical staff with his knowledge and abilities in the areas of training until the job was offered to him at the GS-3 level. David was very cooperative and happy to have been offered the job. It was discovered that 6% of his salary would be taken for pension and he would have to pay 60% of his medical insurance. His total take home pay would have been considerably less than the SSDI benefits. All areas were explored to try to get more financial assistance so David could support his family. It was discovered that if he could work for two years on the job, he could have moved to a GS-6 level which would have paid the client much more than his SSDI benefits. Because he has ten people to support, and because of the possibility of discontinuing his SSDI benefits and reducing his family income, it was not feasible for David to accept the job offer. However, if he could have been able to at least keep a part of his SSDI benefits for just two years, he could have become gainfully employed and self-supporting.

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Case Study B

John P. is a 29 year old male. He is disabled by hereditary nephritis and has a minor hearing loss which requires the use of a hearing aid. He is currently divorced with one child. The client states that he is presently supporting his child with financial assistance of $100 per month from his SSDI benefits. He plans to increase his support payments and share more of the responsibility of keeping his child. He recently moved to a new community to be closer to his five year old daughter. He has just completed machinist training at a technical college and is now in the process of trying to secure employment. However, he feels the system will hamper him when he starts working. He has already been informed by Mt. Sinai Hospital Social Service Department that once he starts working, he will have to contribute at least $500 yearly towards his dialysis. John currently spends 20 hours per week on dialysis. His support payments for his duaghter will also increase from $1,200 yearly to more financial support depending on his earnings. John states that he

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[*] Case studies have been reproduced from "Disincentives to Employment for Disabled and Dependent Populations" by Richard Kosmo and Katie Pritchard, Division of Vocational Rehabilitation, Madison, Wisconsin, 1977.

Case Study B cont'd

is sick quite often so he would have the full responsibility for his doctor bills and his medication. He has to purchase hearing aid batteries quite often which will also be an increase expense. The client feels if he could at least get some partial payments from SSDI for a while, he could feel more secure taking a job. He states he has discussed this with SSDI office and they have said to him, "when you go to work your benefits will be discontinued."

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Case Study C

Ron N. is a 43 year old, white, male with a good work history. He has a part-time job working 20 hours per week and receives benefits to assist him in supporting his family. He is a mandatory WIN registrant who must participate in WIN activities until he secures full-time employment. Because he is working part-time, but less than 100 hours per month he is still eligible for the $30 and 1/3 income disregard, food stamps and medical assistance. However, if Ron accepts employment expanding his working hours to over 100 per month, he will lose his AU grant and his food stamps and medical assistance. Although Ron is sincerely interested in working (and must continue to make 10 contacts with employers per week in addition to meeting with his WIN worker), the threat of losing these benefits, without receiving any supplemental income, creates a major disincentive for him to accept a part-time job in which he would work over 100 hours per month.

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Case Study D

Sam J. is a 38 year old, white male. His AU grant of $549 per month supports himself, his wife, and four children. Sam receives a food stamp allowance and medical assistance. Mr. J. has no high school diploma. His only work experience has been pumping gas and driving a cab. He has a speech impediment, a back problem (a 50 lb. lifting limitation) and a slight build (5'2", 106 lbs).

Sam is a mandatory WIN registrant. In order to continue receiving AU benefits, he must participate in all WIN scheduled activities. He is required to make 10 employment contacts per week in addition to meeting with his assigned WIN worker. According to WIN regulations, Sam does not have to accept employment that would produce income that would be less than his welfare grant. He would need to earn approximately $670 per month, which would require him to find a job paying almost $4.00 per hour. With his limited employment history, disabilities and lack of skills, it is extremely difficult to place him in a job that would pay that much. He feels he is getting more money from his AU grant than he will be able to earn in the competitive job market, and therefore, has little incentive to secure employment.

Case Study D cont'd

If the WIN program were to find a suitable job (that is one paying $4.00 per hour) for Sam, his AU grant, medical benefits and food stamp allowance would be terminated. Because he would have difficulty meeting these needs without assistance, he feels he is better off financially to stay on welfare.

THE DISADVANTAGED

Lesson 50

Special Needs of the Disadvantaged

Prepared by Susan Kosmo

Student Objective

The student will be able to describe the barriers to employment encountered by the economically disadvantaged and the implications of these for program planning.

Preparatory Activities

Instructor Preparation:

Invite a guest speaker to talk to the class on the barriers to employment encountered by disadvantaged. Possible sources of speakers on this topic include: County Department of Social Services, a local Work Incentive Program, or the University Department of Social Work.

Student Preparation: None

Materials Needed:

Depends on needs of guest speaker

Class Activities

Guest Speaker

Many people continue to perceive the disadvantaged as "lazy" and express little sympathy for their placement needs. A guest speaker who has had direct experience in trying to find suitable job placements for these people and in helping them develop employability skills can do much to destroy the stereotypes accorded the disadvantaged.

Lesson 51 Examining Sex Role Stereotyping

Prepared by John Hartz

Student Objectives

1. *The student will be able to explicate his/her values relative to sex role stereotyping.*

2. *The student will be able to discuss people's varying values regarding sex role stereotyping.*

Preparatory Activities

Instructor Preparation: None

Student Preparation: None

Materials Needed:

Copies of Attachment A/Lesson 51 for half of the class
Copies of Attachment B/Lesson 51 for the other half of the class

Class Activities

Group Interaction & Consensus Discussion

1. Group Interaction/Consensus: 30 minutes

This exercise is designed to facilitate student discussion of sex roles. The two attachments are the same stories except for the fact that the sex roles are reversed. Divide the class into an equal number of groups consisting of 6-8 people of both sexes. Appoint a leader and a recorder for each group. Give half of the groups Attachment A and the other half Attachment B. Tell the class they are each to read the story "To Do or Not to Do" and rate the characters according to the instructions in the story. Once they have completed this they are to share their ratings with other members of their group. Each group is to reach consensus on the ratings of the characters. Tell them they have 30 minutes to complete the tasks. At the end of 30 minutes have each group recorder report that group's ratings. List these ratings on the blackboard.

2. Discussion: 20 minutes

   a. Inform the groups how their stories differed.

   b. Compare the ratings of the groups with the differing stories.

   c. Discuss the differences in ratings of specific characters regarding stereotypical expectations.

Attachment A/
Lesson 51

To Do Or Not To Do

Situation

Charlie and Irene are deeply in love. They lived together throughout their last two years of undergraduate school. Charlie was admitted to medical school at a university 2000 miles away. Irene, who has a degree in accounting, was hired as a junior executive at an excellent salary by a medium sized company which has branch offices nationwide. After four months of separation, both Charlie and Irene are very frustrated, in fact, literally climbing the walls.

Irene goes to her parents, tells them her tale of woe and asks if they will help put her through graduate school at the university Charlie is attending if she quits her job. They have much money. Her father is heir to a large fortune. However, they flatly refuse. Irene, knowing that they did not approve of her living with Charlie, even offers to marry him if her parents will help out. Her father says "No! Good riddance to bad rubbish. I'm glad Charlie is gone. He was an immoral bum. Just because he's going to be a doctor doesn't mean that I want him for a son-in-law." Miffed, Irene leaves home.

Still frustrated she continues working. She hears of an opening, a slight promotion, in a branch office of her company in the same city where Charlie is going to school. Excitedly she goes to the executive in the firm who is responsible for selecting the person to get the job. He tells her that although her work has been excellent she is not yet due for a promotion. However, he also tells her that if she agrees to be his willing "escort" on two upcoming out of town conferences, he will see what he can do to get her the transfer. Irene, in a quandry, doesn't know what to do. She leaves the office and takes a long walk in the city park. In the park she meets a friendly elderly gentleman. In desperation, she tells him her story. He listens attentively. When she asks for his advice, he responds, "Do whatever you think is right. I think you can find the correct answer within yourself."

Irene thinks the matter through, takes the executive up on his offer and receives the transfer. On the first evening of her reunion with Charlie, she tells him the whole story. He, realizing that such actions do not square with what he expects and must have from a lover/wife, asks her to leave.

Irene, now feeling alone in the world and in a strange city, gets strung out on booze and drugs. Finally, on skid row she meets Mr. and Mrs. Dove who are there quietly doing "good." After she tells them her story they, feeling deeply for her, take her to their commune, Happy Hollow Hunting Haven, outside of a nearby suburb, and help her get unhooked. She, in turn, stays on at the commune, and in addition to planting turnips and okra, makes sure the commune's books are in order.

Now you are to rank order the people in the story in the order of preference you hold for them as people. Try to be honest about your feelings. Think through, and be ready to discuss, why you ranked them as you did.

Parents __________

Irene __________

Charlie __________

Executive __________

Old Man __________

Mr. & Mrs. Dove __________

To Do Or Not To Do

Situation

Charlie and Irene are deeply in love. They lived together throughout their last two years of undergraduate school. Irene was admitted to medical school at a university 2000 miles away. Charlie, who has a degree in accounting, was hired as a junior executive at an excellent salary by a medium sized company which has branch offices nationwide. After four months of separation, both Charlie and Irene are very frustrated, in fact, literally climbing the walls.

Charlie goes to his parents, tells them his tale of woe and asks if they will help put him through graduate school at the university Irene is attending if he quits his job. They have much money. His mother is an heiress to a large fortune. However, they flatly refuse. Charlie, knowing that they did not approve of his living with Irene, even offers to marry her if his parents will help out. His mother says "No! Good riddance to bad rubbish. I'm glad Irene is gone. She was an immoral hussy. Just becuase she's going to be a doctor doesn't mean that I want her for a daughter-in-law." Miffed, Charlie leaves home.

Still frustrated, he continues working. He hears of an opening, a slight promotion, in a branch office of his company in the same city where Irene is going to school. Excitedly he goes to the executive in the firm who is responsible for selecting the person to get the job. She tells him that although his work has been excellent he is not yet due to get a promotion. However, she also tells him that if he agrees to be her willing "escort" on two upcoming out of town conferences, she will see what she can do to get him the transfer. Charlie, in a quandry, doesn't know what to do. He leaves the office and takes a long walk in the city park. In the park he meets a friendly elderly woman. In desperation, he tells her his story. She listens attentively. When he asks for her advice, she responds, "Do whatever you think is right. I think you can find the correct answer within yourself."

Charlie thinks the matter through, takes the executive up on her offer and receives the transfer. On the first evening of his reunion with Irene, he tells her the whole story. She, realizing that such actions do not square with what she expects and must have from a lover/husband, asks him to leave.

Charlie, now feeling alone in the world and in a strange city, gets strung out on booze and drugs. Finally, on skid row he meets Mr. and Mrs. Dove who are there quietly doing "good." After he tells them his story they, feeling deeply for him, take him to their commune, Happy Hollow Hunting Haven, outside of a nearby suburb, and help him get unhooked. He, in turn, stays on at the commune, and in addition to planting turnips and okra, makes sure the commune's books are in order.

Now you are to rank order the people in the story in the order of preference you hold for them as people. Try to be honest about your feelings. Think through, and be ready to discuss, why you ranked them as you did.

Parents __________

Irene __________

Charlie __________

Executive __________

Old Woman __________

Mr. & Mrs. Dove __________

WOMEN

Lesson 52 The Working Woman

Prepared by Jan Novak

Student Objectives

1. *The student will be able to identify decisions which women must make specific to assuming paid work roles.*

2. *The student will be able to identify specific concerns women have in relation to their working (e.g., child care, housekeeping, and added expenses such as transportation and clothing).*

3. *The student will be able to discuss the effects on the husband, family, and children of the working wife/mother.*

4. *The student will be able to identify the concerns of the working single woman.*

Preparatory Activities

Instructor Preparation:

Review: "Women and Work" in Orientation to the Job Placement Process.

Student Preparation:

Read: "Women and Work" in Orientation to the Job Placement Process.

Materials Needed: None

Class Activities

Class Discussion

1. Identify various populations of people in the class affected by a woman assuming a paid work role. These might include:

   a. married women with no children
   b. married women with children
   c. husbands with working wives or with wives considering paid employment

- d. single women (including divorced or widowed women) finding it necessary to support themselves
- e. women (or men with wives) going back to school in preparation for future employment
- f. other - as appropriate to the class

2. Have two or three women from each group talk to the class about how their working (paid employment) has affected their lives. Men can comment on the effect employment has had on their wives and themselves. Discussion can include the following topics:

   - a. reasons for working
   - b. anticipated consequences of assuming a work role
   - c. feelings and attitudes of other people regarding their going to work
   - d. reasons, if any, for their _not_ wanting to work
   - e. how they are making (or have made) a decision regarding employment--what factors influenced the decision the most?
   - f. types of employment they are considering (or considered)--and why?
   - g. what they feel their chances of getting a "good" job are--and why?

Follow-Up Activity

(Optional) Have students discuss the topics indicated above with a woman they are close to, e.g., a wife, friend, sister or mother.

WOMEN

Lesson 53 Meeting the Vocational Education Needs of Women

Prepared by Jan Novak

Student Objectives

1. *The student will be able to discuss the needs of women as they pertain to vocational education.*
2. *The student will be able to discuss how vocational education can meet the needs of women.*

Preparatory Activities

Instructor Preparation:

Duplicate: Five copies of the script "Women?" (Attachment/ Lesson 53).

At the class session prior to this one: Distribute the script to the five actors you have selected to portray each of the roles. Ask them to read the script over a few times for familiarity prior to the next class.

Review: The guidelines for using the role processing technique in the Appendix of this guide.

Student Preparation:

Read: The five student actors should read the script prior to the class meeting.

Materials Needed:

(Copies of script--students should bring these to class)

Class Activities

Role Processing

1. Review with the class the basic procedures involved in role processing. Identify the "ego-groups" for each character (see role processing guidelines in the Appendix).

2. Set the scene and introduce the characters to the class. Explain each character's position at the vo-tech school.

3. Enact the script to the first "FREEZE" point.

4. Facilitate a brief discussion of what has just happened at the staff meeting--

   What do the characters represent?
   What different attitudes surfaced?
   How will the guidelines and suggested activities affect women?

5. Have the actors resume their places and continue with Scene II. Explain to the class it is a few minutes later (see script). The actors should continue reading the script through to the second "FREEZE."

6. Allow each actor to meet with his/her ego group to discuss how the character should be portrayed in the next scene (a continuation of staff discussion after Pike has left the meeting). The group should try to establish a "role" and personality so the actor can respond in a certain manner. Points supporting or opposing women entering non-traditional programs can be suggested. The actor can incorporate these into the role-processing dialogue.

   The groups should meet for about 15 minutes.

7. Have the actors re-assemble and continue the conversation after Pike has left the meeting. Continue the role-processing until approximately ten minutes before the end of class.

8. Debrief during the last ten minutes of class. Discuss the various attitudes of the vocational educators and how such attitudes affect women. Discuss any proposed plans introduced by the characters. If time allows, discuss how educators can work to increase the opportunities available to women.

WOMEN?

A Melodramatic Skit

by

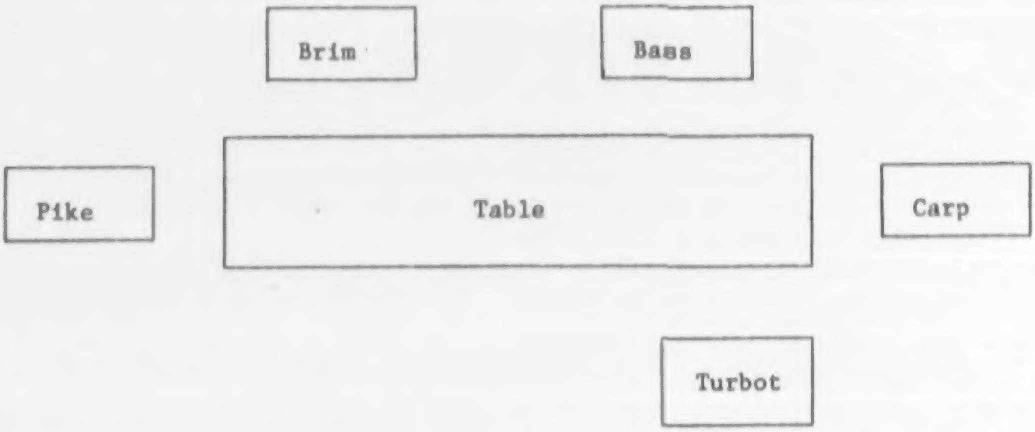
B. E. Jessee

(Adapted by Jan Novak)

CAST OF CHARACTERS

Wallace Pike	Director of a Vocational Technical School
A. J. Brim, Ed.D.	Vocational Education Consultant
Tony Carp	Assistant Director of Vo-Tech, Admissions Counselor
Elsie Turbot	Part-time Business Instructor and Faculty Chairperson
Harold Bass	Instructor of Heavy Machinery Repair

SCENE



SCENE I

Board room of Pisces County Vocational-Technical School. Seated around the table are Pike, Brim, Carp, Turbot.

Pike - Thank you all very much for coming. I don't think this will take long. I have a reservation to tee off in an hour.

Carp - Yes sir. Let's get started then. I have some appointments with prospective students . . . and their counselors.

Pike - Well there are several reasons for calling this meeting. Dr. Brim, you all know him, from the State Board of Vo-Tech Ed., is here on his yearly visit and wants to discuss something with us. Why don't you go ahead, A. J.?

Brim - Thank you, Wally, it's always nice to be back in grass roots country. I got my start not far from here you know?

Pike - Yes, I remember those good old days (to staff). Dr. Brim was a county superintendent until the job was abolished.

Brim - Well, yes, uh but I was referring to when I taught in that one room school.

Carp - Dr. Brim, you have some things to tell us.

Brim - Oh, yes. I'm sorry. I sometimes forget that you have to do your regular work and I tend to reminisce. Well now, let's see . . . I believe I'll start with the new vocational education guidelines which put a high priority on sex discrimination.

Pike - More guidelines, eh? Meddling in our business. We do a fine job here. Don't need more rules telling us what to do. Of course we don't mind the regulations from your office, A. J.

Brim - Well, these regulations will be tied to money, so each district school must come up with a plan.

Pike - Who is going to be responsible for this plan? We're already working on the stuff from the last meeting--

Brim - You'll be getting some guidelines and forms to fill out from our "anti-bias" office. We have some left over from racial discrimination.

Bass - More forms??? All we do any more is fill out forms. What do we have to do now??? (sounding dissappointed and upset)

Turbot - Now wait just a minute. It might not be such a bad idea to look at how women are treated--and hired--here. Some of the girls are really having a problem trying to take some of the courses they want.

Carp - I just don't want to fill out any more forms. There's plenty of women around here. That last report said the enrollment in home ec. programs has increased again--and more girls signed up for that basic typing course, too.

Turbot - But . . .

Bass - And that program in "nursing assistants" was just added. That's supposed to be pretty popular at the other schools.

Turbot - But all these programs are "traditional." We're not giving female students a chance to try some of the things they want to--

Pike - Well, we can get back to this later. Let's find out more about what Dr. Brim is here to tell us. What do you need from us?

Brim - Well, we need to establish some programs to raise the female enrollment. Maybe we can expand some of the popular programs for women--add some new courses and get out some publicity. Maybe a couple nurses or secretaries could set up a booth at a job fair--anyway, we want you to get more females enrolled . . .

Pike - A. J., can you give us any help in planning? I have a good staff, but they need help.

Brim - Well as I said, it's not quite clear what specifics will be developed. But as you know we at the State level believe that you at the grass roots level know more about your local situation. We stand behind you though. Let you solve your own problems. You must at least have a plan.

Pike - Boy, where to start.

Brim - I'm sure you'll find a way.

Carp - How soon do you think something will have to be done?

Brim - A year from next Fall. Got a whole year to plan and implement.

Turbot - Only one year?

Brim - That's right . . . Yes, well, I'll be in town for another day of my official visit. I will see you tomorrow. Goodbye.

All - Goodbye, Dr. Brim.

Brim and Pike leave.

FREEZE

SCENE II

A few minutes later, the same board room. Carp and Turbot are in same places.

Carp - That sure was a bombshell. How do you think the staff will take it?

Turbot - They won't like it at all. Just mean more meetings. No guidelines. No help from the State. And old "Walleye" will turn the whole thing over to you or me. He won't let anything interfere with his golf. Or iceboating in the winter.

Carp - Yeah, it's pretty sure that Walleye won't do anything. But he'll take the credit for it.

Turbot - I wonder what other business we have.

Carp - You won't believe this. We have a female student who wants in the heavy machinery repair program.

Turbot - I suppose you'll discourage her like you did the boy who wanted in my secretarial practices.

Carp - No decision has been made but Mr. Bass has vetoed it. This meeting is to decide on her appeal.

(Pike enters, with him is Harold Bass, the machinery repair instructor.)

Pike - Well, let's get started. I've asked Harold to sit with us and provide input. (picks up paper) I have here a letter from Nancy Pickerell. You can read it later, but to sum up: She is nineteen, a high school graduate, says she is in good health, and wants to enter the heavy machinery repair course.

Bass - No way. Already have too many.

Turbot - I thought you were looking for students last fall.

Bass - I was. Boys, though. They can handle it.

Turbot - That's sexist. Why not let a girl, I mean woman, in?

Bass - Not strong enough. Can't handle the machines.

Carp - Aren't most machines hydraulic? She said she's in good health.

Bass - Has to work outside. Where would she go to the bathroom? A construction site isn't the Ramada Inn you know.

Carp - What else do we know. Why does she want in?

Turbot - That doesn't matter. She should have the right to try anything a man does, even if she doesn't succeed.

Pike - In her letter she says that her father, Joe Pickerell, owns a construction firm, and she, being an only child, will eventually take over the business.

Turbot - Fantastic! She can hire a male secretary!

Bass - No way.

Carp - What do you want us to do?

Pike - I want you to consider the appeal and make a recommendation to me.

Turbot - Let her in.

Bass - No way.

Carp - I need to hear more.

Pike - Well, will the two of you listen to Harold, and read the letter. Do anything else to help make your decision, I mean recommendation.

Turbot &
Carp - Yes sir. How soon?

Pike - Could you let me know, in writing, in a week?
(Walks toward door)

Pike - (To audience) I'm so glad I have a good staff. Reliable (Looks at watch). Looks like I'm going to be in time for teeing off. Nothing like a round of golf to relax a person in a trying job. (Pause) It's really true that it's lonely at the top.

FREEZE

WOMEN

Lesson 54 Legal Implications

Prepared by Jan Novak and Andrea Bincer

Student Objective

The student will be able to identify some common interpretations of the major legislation affecting job placement of women.

Preparatory Activities

Instructor Preparation:

Contact: A guest speaker to present information, answer questions and offer legal interpretations regarding the laws which call for equal education, employment and opportunity. This resource person should be an affirmative action officer or a lawyer with experience and familiarity with affirmative action cases. The individual could be involved with either education or business-industry-labor. S/he should be provided with an outline of the purpose of the class and discussion along with the types of situations which will be presented and discussed prior to the scheduled class meeting. S/he may wish to offer suggestions or sample situations at this time so you may incorporate them into the class discussion.

Review: "Women and Work - Legal Implications" in Orientation to the Job Placement Process and Attachment/Lesson 54.

Duplicate: Sufficient copies of Attachment/Lesson 54 to allow one copy per student.

Student Preparation:

Read: "Women and Work - Legal Implications" in Orientation to the Job Placement Process.

Materials Needed:

Copies of Attachment/Lesson 54

Other materials dependent upon the needs of the guest speaker

Class Activities

Discussion of Case Situations

Discuss with the class the suggested situations presented in Attachment/ Lesson 54. You may wish to provide additional or alternate situations. The affirmative action officer or lawyer should be able to provide possible interpretations based on existing laws along with comments on the complications and numerous interpretations which are often encountered as attempts are made to carry out the laws. S/he might also be able to relate additional experiences and cases they have encountered during their work with affirmative action cases.

Questions and topics which might be addressed during the discussion include:

a. As a placement coordinator, can you legally choose or select the students to refer to an employer?

b. How can you maintain a positive working relationship with employers who want you to "screen" students? Should you keep working with them? Why? Why not?

c. Should women's health benefits differ from men's? How should employers legally treat pregnancy and childbirth?

d. A school's responsibilities to both women and men regarding

enrollment in programs
housing facilities
athletic/sports programs
locker room facilities
hiring practices
tenure and other benefits
program offerings
financial aid

e. Can state or federal monies be used by or in support of any group or organization which discriminates in recruitment of members or general membership?

Attachment/
Lesson 54

Affirmative Action--Case Situations

1. An employer asks the placement officer to send over two male students who could work as bartenders in his local tavern which caters to a clientele of older men.

2. During a discussion with a local employer regarding fringe benefits you notice that the list of benefits for the female worker is substantially shorter than that for the male worker. When you question the employer s/he responds: "Because of the extensive number of benefits included in our pregnancy and childbirth plan, and due to cost limitations, we had to cut back on other benefits for women."

3. Teachers in your school district are required to begin their maternity leave at a certain point in time before childbirth and to remain on leave for a certain period of time after childbirth.

4. The supervisor at a day care center has asked you to provide him/her with three students who understand and relate well to children to fill vacancies in the position of childcare aide.

5. One of your male students would like to enroll in the design class, (or a female student would like to enroll in the auto mechanics class), but the instructor refuses to admit the student into the class on the basis of their sex. S/he contends that they are not truly interested in the course content, that they will disrupt the class, and that they will eventually drop the course anyway.

6. A local fraternity (sorority) is allowed use of the school's (educational institution's) facilities, such as classrooms, meeting rooms, recreational areas, copy centers, and so on, but their membership is restricted to members of one sex. Facilities are supported and maintained by state and federal monies.

7. A local college with enrollment of 15,000 students, 9000 males and 6000 females, supplies housing facilities for 6000 males and 2000 females.

8. Female students have three sports teams currently provided for their participation: 1) cheerleading, 2) basketball, and 3) softball. The cheerleading squad does not have a coach/advisor; the basketball team has won two games in their past five seasons; and the softball team does not have a home field to play on. The male students have varsity and junior varsity teams in four sports (football, basketball, hockey and baseball) and a varsity soccer team.

THE HANDICAPPED

Lesson 55

Developing Answers to "Problem Questions"

Prepared by John Gugerty

Student Objectives

1. *The student will experience the difficulty caused by questions covering problem factors when the interviewee is unprepared.*
2. *The student will be able to recognize factors in a job seeker's background or situation which could be difficult to explain during a job interview.*
3. *The student will be able to develop responses to such factors.*

Preparatory Activities

Instructor Preparation:

Review: Job Seeking Skills Reference Manual, Multi-Resource Centers, Inc., Minneapolis, Minnesota

Prepare: Two one-page biographies to be used by "interviewees" in a simulated interview. Include all likely factors which could lead to a "problem question": arrest record, prison record, treatment for psychological problems, hospitalization for psychiatric problems, alcohol and other drug involvement, poor work references, record of job hopping, too little education (or to much), slow in learning (mentally retarded), too young (or too old) for the job, unfavorable military discharge, physical mobility problems, no work experience in the job area under consideration, epilepsy (controlled), severe allergy, blindness, facial disfigurement, hearing impairment, amputation, and any other problems you feel would be difficult to explain to a potential employer. You might have each "biography" contain half the problems listed, so that each "interviewee" will have new issues to contend with. Also prepare an interview format listing topic areas to be covered by the "interviewer".

Duplicate: Sufficient copies of each item.

Prepare: Possible answers to problem questions which could be posed by an interviewer.

Student Preparation: None

Materials Needed:

Copies of biographies and interviewer's guide referred to above

Class Activities

1. Explain purpose of lesson: learning to recognize and deal with "problem quesions", so you can help job seekers do likewise.
2. Pair people into dyads; designate interviewer and interviewee in each dyad.
3. Issue one of the biographies and the interview guide to appropriate recipients.
4. Direct them to read their handouts, then role play an interview for a job entitled "piano tuner, warehouse manager, and public relations person II."
5. Process emotional experiences of participants after an appropriate time interval.
6. Issue the second biography and interview guide to appropriate recipients, and repeat the simulated interview process for a job entitled, "refrigeration specialist, bookkeeper, and tree trimmer trainee."
7. Repeat emotional processing.
8. Instruct participants to develop suitable answers-you may wish to have them work in teams on specific problem questions.
9. Share results, and some alternatives you have developed.

Follow-up Activity

In conjunction with the class, compile a manual of various effective responses to problem questions. Develop a practicum in which students can try to help actual job seekers with such problems obtain employment.

THE HANDICAPPED

Lesson 56

The Experience of Being Handicapped

Prepared by John Gugerty

Student Objectives

1. *The student will be able to describe the emotional and practical impact of a temporary disability on his or her functioning.*

2. *The student will be able to articulate (and by inference experience) greater empathy toward disabled people and the problems they encounter in daily living.*

Preparatory Activities

Instructor Preparation:

Obtain: Develop, or borrow materials suitable for use in an assembly line task, given the facilities you have available. (A sheltered workshop might loan you suitable materials, or even let you use their facility after their clients have finished the days work.)

Obtain: Materials such as wheel chairs, crutches, clothes for blindfolds, earplugs, and mittens to simulate disabilities. Mittens can simulate poor finger dexterity; shoes tied together with a short rope can simulate slow mobility; restricting the use of one arm can simulate a dysfunctional upper extremity.

Prepare: Roles to be played during the exercise: a) inappropriately seductive person; b) very upset (angry) person; c) very withdrawn (depressed) person.

Student Preparation None

Materials Needed:

Components for use in an assembly line task

Equipment for use in simulating disabilities

Sufficient copies of the "Roles to be Played" scripts

Class Activities

1. Introduce the purpose of the exercise (experience what it is like to function as a disabled person).

2. Divide into work groups of 10-12 if group is large.

3. Appoint foreman of each group - allow some time for everyone to work at the assembly task until they are familiar with it.

4. Issue each person except the foreman a disability. Have them continue working.

5. For those receiving the "roles to be played" sheets (one per group), instruct them not to share the topic of their role with anyone and only act it out when (either verbally) signalled. "All who are person A, please begin your role," or some other appropriate method.

6. Allow the experience to continue. If you have a large block of time (e.g., 5-8 hours) have the simulation continue through lunch. You could program in fire drills, visits by "outside inspectors" or "high level administrators," "parents," "employers," or whomever to add to the experience. These roles could be taken by you, other staff members or students. You might want to instruct participants to maintain their roles until the scheduled end of the experience, but if they become very uncomfortable, to drop their "disability" and continue as a non-handicapped person.

7. Process the participants reaction to the experience. Note practical as well as emotional issues.

Follow-up Activity

More academic-type presentations on "the psychological aspects of disability" and ways to compensate for disabilities which could handicap people for specified jobs.

Additional topic areas which could be developed into lessons include:

1. Developing and practicing a "sales" method in the job placement of severely disabled job seekers.

2. Techniques of job analysis.

3. Strategies for helping a prospective employer create a new job, restructure an existing job or modify an existing job.

4. Development of job seeking skills (job finding, application, interview techniques) and the skills needed to develop those competencies in others.

5. Current legislation on the employment of the handicapped (e.g., the Rehabilitation Act of 1973, Sections 503 and 504) and relevant court

rulings (e.g., Griggs vs. Duke Power 1971).

6. Strategies for the development and implementation of a placement program for disabled job seekers.
7. Sources of job leads, how to utilize them most effectively, and how to instruct others to utilize them.
8. The experience of actually applying for several types of jobs in several fields.

THE HANDICAPPED

Lesson 57 Prescribing an Education Plan for a Handicapped Student

Prepared by Lloyd W. Tindall

Student Objective

The student will be able to acquire sufficient information about a handicapped person from which an effective vocational prescription can be developed.

Preparatory Activities

Instructor Preparation:

Read: "Preparing Handicapped Students for Placement" in Orientation to the Job Placement Process and provide copies of this document for each student.

Collect: Information on the academic, independent living and vocational profiles of a specific handicapped student to use as an example in class.

Interview: The specific student to determine his/her vocational interests and goals.

Student Preparation:

Read: "Preparing Handicapped Students for Placement" in Orientation to the Job Placement Process.

Materials Needed:

Copies of academic, independent living and vocational profiles of a handicapped student

Copies of the context of the interview of the handicapped person which was made to determine the handicapped persons vocational interests and goals

Class Activities

1. Discuss with the class the academic, independent living and vocational

profiles, and the interview. Discuss where the information was obtained; from whom; how; other information available; difficulties in obtaining information; legality of collection process.

2. Divide class into small groups and ask each group to:

    a. select profile information which is relevant to making an educational prescription.

    b. identify missing profile information which is relevant to making an educational prescription.

    c. develop an educational prescription using the available data.

3. Exchange educational prescriptions and ask the small groups to critique the other group prescriptions.

4. Bring class together to summarize the prescription activities and discuss who should be involved in making the prescription.

Follow-up Activity

1. Ask the class members to identify a handicapped student, collect the necessary profile information, interview the student, and develop a tentative educational prescription for the handicapped student which is placement oriented.

2. Ask class member to visit an employer in the area of the handicapped student's vocational and employment interests. Discuss with the employer:

    a. skills needed in the job.

    b. those skills which a specific handicapped person might do.

    c. possibilities of redesigning the job for a handicapped employee.

THE HANDICAPPED

Lesson 58 Modifying a Vocational Course for Handicapped Students

Prepared by Lloyd W. Tindall

Student Objective

The student will be able to help a teacher modify a vocational course for a specific handicapped student.

Preparatory Activities

Instructor Preparation:

Read: "Preparing Handicapped Students for Placement" in Orientation to the Job Placement Process.

Review: The educational prescriptions developed in Lesson 57.

Student Preparation:

Read: "Preparing Handicapped Students for Placement" in Orientation to the Job Placement Process.

Review: The educational prescription, the interview with the handicapped person and the interview with the employer.

Materials Needed:

The handicapped person's educational prescription and the results of the interview with the handicapped person and the employer

A list of competencies which are to be taught in the vocational course which is to be modified

Information on how the course is presently taught, i.e., materials, techniques, teaching strategies, and testing

Class Activities

1. Select a competency to be learned in the vocational course.
2. Break the selected competency into sequenced tasks.
3. Plan a strategy for teaching one of the tasks. Include in this

strategy, teaching techniques, materials, and evaluation feedback needed to indicate that the task has been learned.

4. Design teaching methods or materials which would help an audio, visual or tactile learner become competent in preforming the selected tasks.

5. Design evaluation procedures to measure the performance of the handicapped student in accomplishment of the task.

Follow-up Activity

Ask class members to construct the audio, visual or tactile materials which were designed to meet the needs of the handicapped student.

SECTION II

Suggested Uses of Course Materials For In-Service Training

SUGGESTED USES OF COURSE MATERIALS FOR IN-SERVICE TRAINING

> *For training to mean anything it must move from the intellectual to the practical level. It must provide the skills that are useful to the managers in solving problems on the job--and skills that higher management will permit them to practice.*[*]

The above quote draws attention to three essential ingredients in effective in-service training. Such training is (a) realistic, reflecting the needs and situation of the trainee, (b) skill-focused, and (c) administratively recognized and supported. Too often in-service training has suffered because the reverse has been true. Outside speakers or consultants have been contacted who have little knowledge of the needs of the trainees, their respective backgrounds, or the environment in which they work. These consultants are typically asked to prepare a presentation for the group which tends to have an informative focus rather than a skill-development focus. Administrative support (when present at all) is typically limited to a few brief introductory remarks by the administrator or his/her delegate. Rarely, does the administrator remain to participate in the in-service session. Given such circumstances, it is not surprising that often trainees feel their in-service experience was redundant, repetitious, and a general "waste of their time." They see little, if any, relationship between the training they have received and their daily job performance.

To be effective, therefore, in-service training packages should be developed based on the needs of those participating in the training. One package cannot be developed which will be effective in all agencies or all school settings. In this section, therefore, the focus is on providing instructors with some basic instructions for adopting the lesson plans presented in the previous section to in-service modules. Examples of possible agendas for staff development workshops are also included; however, the reader is cautioned not to simply adopt these agendas without considering the needs of the trainees.

General Guidelines

Sayles and Strauss (1977) have commented as follows on an approach to be used in staff development:

> Effective training that changes attitudes should run through three stages. In the unfreezing stage, trainees learn to be dissatisfied with their old patterns of behavior. In the change stage they

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Source: [*] Sayles, L.R. and Strauss, G. Managing Human Resources. Englewood Cliffs, New Jersey: Prentice-Hall, Inc. 1977, p. 330.

> experiment with new patterns in a safe environment away from everyday pressures. And in the refreezing stage they adopt these forms to practical use and carry them to the job.
> (p. 330)

These remarks suggest that some training techniques are more appropriately used in in-service training than others. For example, techniques such as role processing and forced choice exercises which focus on the exploration of attitudes and values might be particularly appropriate whereas group discussions may lead individuals to defend positions or behaviors which are not effective. Priority should, therefore, be given to techniques which encourage individual exploration rather than lead to nonproductive defensive behavior.

In contrast to pre-service students, in-service participants often have a backlog of experience upon which to draw. As a result, they are rightfully skeptical of training programs which offer "easy" solutions. They will demand evidence that suggested techniques will, in fact, be effective. The involvement of employers or community representatives can be used to document the credibility of the presentations. Life demonstrations and simulated exercises can also be used effectively. Similarly, the use of guest speakers is encouraged in in-service programs if they are selected appropriately. They should be selected because they possess information or skills which they can best share with the group. For example, a lawyer or affirmative action director would be appropriate speakers to include in a discussion of the legal aspects of job placement. Their remarks would be received with greater credibility than would similar remarks from the local placement coordinators. In general, therefore, when selecting in-service activities, instructors should anticipate that their audience will be more skeptical and critical than a pre-service group.

The background experiences of the participants in in-service training programs also make them particularly sensitive to the realism of the activities and presentations. Care should be taken, for example, that when case studies are used they are based on actual students or clients. Similarly, role play situations should reflect realistic encounters rather than contrived events. A way to circumvent this problem is to involve several of the participants in the development of the exercises or preparation of the case studies. Counselors or teachers could prepare sample case studies based on their personal experiences. They could submit these to the trainer for later use in the in-service program. This realism will also add to the trainee's acceptance of the presentation and encourage his/her subsequent willingness to adopt the techniques accepted.

Implicit in all of the above remarks is the need to involve both administrators and representatives of the trainees in the development of the in-service program. The administrator's involvement in the program is critical and should be highly visible to the trainees. The trainees need to know that s/he supports the behavior changes which are likely to be suggested in the training and will provide any additional support required. The trainee involvement is necessary in order that the program developed reflect the needs of the audience and is realistic in terms of their personal job situation.

In the following pages, several sample agendas for in-service training programs in various areas are included. The activities included were selected in keeping with the general guidelines offered in this section. They are, however, included primarily for illustrative purposes. As mentioned in the above paragraph, actual agendas should be developed as the result of collaboration among the in-service trainer, representatives of the trainees, and the program administrator.

Sample In-Service Agenda

AGENDA A - THE PLACEMENT PROCESS

8:00-8:30 - Informal registration and coffee
Hand out conference materials, agendas, and evaluation forms

8:30-9:45 - The Placement Process

Adapt Lessons 12/13 for in-service use as follows:

1. Ask each participant to write on a slip of paper the title of a previous unskilled, blue collar, sales/clerical, or professional/managerial position they have held at some time in the past.
2. Pair up the participants, asking each pair to interview each other based on the job titles they each selected. Use the protocol included in the Attachment to the lesson for the interview.
3. Proceed through the remainder of the instructions for Lessons 12/13.

9:45-10:00 - Break

10:00-11:45 - Locating Placement Opportunities

The brainstorming, discussion, and round robin exercises from Lesson 14 may be used here. The instructor may wish to challenge the groups to compete with each other on the brainstorming activity.

11:15-12:00 - Tapping the Hidden Job Market

The simulation exercise included in Lesson 15 can be used here. The occupational titles, however, should be changed to reflect common job titles their students might be interested in locating.

12:00-1:00 - Lunch Break

1:00-2:00 - Employer Symposium

Invite two or three local employers, recruiters or personnel directors to speak to the group on the screening practices they use, applicant behaviors which create a negative or positive impression on them, use of references, etc.

AGENDA A CONT'D

2:00-2:45 - Analyzing the Features and Benefits of the School Placement Program

> With the employers present to react, have the group go through the discussion and round robin activities in Lesson 17. If the group is too large, break into small groups, one per employer.

2:45-3:00 - Break

3:00-4:00 - Effective Telephone Approaches

> Using the guidelines presented in Attachment C/Lesson 17, pair up the students and ask them to prepare a telephone approach to one of the employers present. Ask the employers to critique the approaches presented.

4:00-4:30 - Workshop Evaluation
Closing Statements

Sample In-Service Agenda

AGENDA B - INDIVIDUALIZING THE PLACEMENT PROCESS

8:00-8:30 - Informal registration and coffee.
Hand out conference materials, agendas, and evaluation forms

8:30-9:15 - Differing Perspectives and Values

Adapt Lesson 30. The self exploration activity may be adapted by asking them to contrast a job held during or immediately following high school with their current jobs. The forced choice activity and discussion question can be used without modification.

9:15-10:15 - Using Tests Discriminantly

Lesson 24, Problems in Using Test Results for Prediction With Individuals, may be used to address this topic.

or

A guest speaker may be invited. A representative from the local Job Service office who is responsible for administration of the Kuder and GAT-B may be especially appropriate as a speaker.

10:15-10:30 - Break

10:30-11:45 - Use of Placement/Occupational Resources

Adapt Lesson 26 for in-service use as follows:

1. Have workshop participants complete Attachment/Lesson 26 ("Review of an Occupational Choice") as an introduction to the need for placement and career education resources.
2. Adapt the lecture/presentation "An Individual Searches for Occupational Information" emphasizing the areas of most interest to participants. Additional overhead transparencies can be developed to present local, state or regional resources.

11:45-12:45 - Lunch

AGENDA B CONT'D

1:00-2:00 - Games the Vocationally Undecided Play

Four games can be selected from Lesson 29 to illustrate some of the problems in providing career advising to students. Conference participants can be selected to read the dialogues as described in the lesson. The discussion can be used as a summary.

2:00-4:00 - Individualized Planning

Prepare three 15 minute videotapes of career planning interviews with students. These videotapes can be used as the basis of a series of discussions on the elements discussed in "Individualizing the Placement Process" in Orientation to the Job Placement Process. Among the discussion topics which can be covered relative to each videotape are:

1. Use of the client's interview behavior in assessing readiness for placement. Include both verbal and nonverbal behavior.
2. Elements of planning, including prioritizing activities and negotiating responsibilities.
3. Identification of resources.

A Break can be taken between the videotapes at the trainer's discretion.

4:00-4:30 - Workshop Evaluation
Closing Statements

Sample In-Service Agenda

AGENDA C - DESIGNING A PLACEMENT PROGRAM: A WORKSHOP FOR ADMINISTRATORS

8:00-3:30 - Informal registration and coffee
Hand out conference materials, agendas, and evaluation forms

8:30-10:15 - Why School-Based Placement?

> Adapt Lessons 7 and 8 as appropriate for in-service usage and the intended group.

10:15-10:30 - Break

10:30-11:45 - School Policies and Practices: How These Relate to Student Placement

> Lesson 6 can be used as it is.

11:45-1:00 - Lunch

1:00-2:15 - What the School Can Contribute

> See Lesson 39. Ask the group to brainstorm a list of competencies for placement personnel. Have each member select five or six qualities s/he sees as most important and write these on a slip of paper. While the group is doing this, have four members prepare the four presentations discussed in Lesson 39. Proceed with the discussion presented in the lesson.

2:15-2:30 - Break

2:30-4:00 - What the Community Can Contribute

> A symposium may be arranged to discuss ways in which the school and community agencies can work together. Among the agencies to consider including are the Job Service, the Chamber of Commerce, the State Apprenticeship Council, and the Division of Vocational Rehabilitation.

4:00-4:30 - Workshop Evaluation
Closing Statements

Sample In-Service Agenda

AGENDA D - PLACEMENT RESOURCES

8:00-8:30 - Informal Registration and coffee
Hand out conference materials, agendas, and evaluation forms

Exhibit: - Throughout the workshop, have copies of the resources identified in Lessons 43 and 45 available for workshop participants to examine. These placement and career education resources can include bibliographies, catalogs, evaluation guides and samples of actual materials. These can be collected by instructors, placement staff and students. Sources of the materials include libraries, placement centers, school districts, and publishers (on a loan or review basis).

8:30-9:30 - Use of Placement/Occupational Resources

Adapt Lesson 26 for in-service use as follows:

1. Have workshop participants complete Attachment/ Lesson 26 ("Review of an Occupational Choice") as an introduction to the need for placement and career education resources.
2. Adapt the lecture/presentation "An Individual Searches for Occupational Information" emphasizing the areas of most interest to participants. Additional overhead transparencies can be developed to present local, state or regional resources.

9:30-10:15 - Using Human Resources for Information

The student presentation and class discussion activities from Lesson 27 can be adapted for the workshop setting. Time constraints may limit activities to "presentations" by fewer trainees than during pre-service sessions.

10:15-10:30 - Break (Have exhibit area open to participants)

10:30-11:30 - Evaluation of Materials

Adapt the group discussion activities of Lesson 45 and have trainees brainstorm various criteria for evaluation of resources and materials. Reference can be made to the materials exhibited and those presented in the opening lecture and transparencies.

AGENDA D CONT'D

11:30-12:00 - Identifying Community Resources

Adapt the group discussion and brainstorming class activities of Lesson 35 to meet the needs of the trainees. These activities introduce the afternoon panel presentation.

12:00-1:00 - Lunch (Have exhibit area open to participants)

1:00-2:00 - Community Resources Panel

(Adapt symposium and discussion activities in Lesson 36.) Invite representiatives from two or three local community resource groups (e.g., Job Service, Chamber of Commerce, industry or special needs groups) to participate in a panel discussion. Have trainees fill in "Community Resource Surveys" and "Community Resource Grid" (Attachments A & B/Lesson 35) for their future reference.

2:00-2:30 - Interaction With Community Resource Representatives

With the panel present, have trainees discuss ways in which placement staff can work with and utilize community resources. Have the panel react to the trainees' ideas, suggested activities and contact procedures. The panel and trainees may develop a list of suggestions or outline a plan for increasing involvement of community resources.

2:30-2:45 - Break (Have exhibit area open to participants)

2:45-4:00 - Selecting Resources

Have trainees break into groups for workshop activity. Each group should establish basic characteristics of a placement program (facilities, budget, type of student population, community setting, etc.). Based on the materials, agencies and human resources identified and presented--and the resources exhibited--have each group evaluate and select resources most appropriate for the placement they described. Evaluation guidelines discussed should be followed. If time allows, groups could also determine how such resources could be used. Groups can report to the other trainees on the materials they selected and share their observations.

4:00-4:30 - Workshop Evaluation
Closing Statements

Sample In-Service Agenda

AGENDA E - INCORPORATING THE NEEDS OF SPECIAL POPULATIONS IN THE PLACEMENT PROGRAM

8:00-8:30 - Informal registration and coffee
Hand out conference materials, agendas, and evaluation forms

8:30-10:30 - Recognizing the Needs of Special Populations in the Placement Program

Adapt the role processing activities (using the prepared script) of Lesson 47 to the workshop setting.

10:30-10:45 - Break

10:45-12:00 - Community Programs for Special Needs Groups

Invite representatives from various community programs which respond to the needs of special population groups to participate in a panel discussion. The presentations and resulting discussions should include the services offered by such organizations or programs, how the clients can use and benefit from such services, and how the programs and school-based placement program can work together to most effectively meet the needs of these special populations. Representatives can be invited from groups such as the Job Service or CETA (disadvantaged), Department of Vocational Rehabilitation (handicapped), and continuing education (women).

12:00-1:00 - Lunch

1:00-2:30 - Community Programs - Small Group Sessions

Have the trainees divide into groups with one of the panel members acting as facilitator for each group. Each of the established groups can meet for approximately 20-25 minutes to discuss specific problems or needs of the group members. After 20-25 minutes, have the trainees rotate groups to meet with a different panel leader. After another 20-25 minutes, have the groups rotate again to a different leader. If three panel members are used, this activity should take approximately 90 minutes. (NOTE: If there are more than three panel members, more than three groups could be established and trainees could move to groups of their choice OR two panel members could work together in one group.)

AGENDA E CONT'D

2:30-2:45 - Break

2:45-4:00 - Legal Implications of Designing a Placement Program

> Adapt the discussion of case studies in Lesson 11 to the workshop setting. Invite an affirmative action officer to be present and join in the discussion. His/her expertise would be most helpful to the trainees and the resulting discussion.

4:00-4:30 - Workshop Evaluation
Closing Statements

APPENDIX

Appendix

ROLE PROCESSING AS A TRAINING TECHNIQUE

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Role processing is a technique which has been successful in training sessions, especially involving situations where a team approach has been used. It involves a combination of role playing and group process, as the name implies. Vicarious learning, is presented through role playing and first person personal learning is accomplished through small group process.

This technique should have a wide application in different settings where personal learning is required but not through use of a group counseling or therapy model.

During the past few years training sessions were conducted using a group therapy type model, many times inappropriately. Well meaning trainers and leaders mistook often the goals of the program and manipulated group members into deeper relationships than they were prepared to experience. Participants were highly threatened, many times actually left sessions "shook-up," and were worse off than before. Administrators and patrons began to shy away from group process oriented training sessions, and group process, T-group, sensitivity, basic encounter, and like terms were branded as "bad," subversive, sometimes even were accused of being communist inspired. This is most unfortunate, because the highly personal group process certainly has its place in counseling. However, goals must be spelled out, participants should be screened, allowed to volunteer, and proceed at their own pace under an ethical and competent leader.

Role processing is a technique which the author suggests can be used in training sessions where the goals involve learning and communication, but not following the therapy model.

The technique involves three important parts: one a play or skit in which a situation involving four, five or six persons is developed to a crisis point. This original skit is usually written with five or six scenes and may be melodramatic with humor, if desired. This skit usually lasts from twenty to thirty minutes.

The reading of the skit is followed by a session in which participants divide into small groups, one for each character in the skit, and "process the role," that is discuss the situation from the perspective of that character in relationship to all others. Group members instruct players in how to role-play the situation to a conclusion. These process sessions may last from fifteen minutes to longer times as needed.

The third portion of the technique involves the players, with the help of the total audience, in role-playing to some solution, or conversely, agreeing that there is no possible solution. This role playing is completely ad lib, and with only the resources of the participants to utilize. In this third stage, participants are allowed to "freeze" the action, and reinstruct their players or to negotiate with another group. New roles may be developed by the trainees. Several scenes are usually set up and members are encouraged to "be creative" and "try things out" spontaneously. Process leaders, while not injecting new ideas into the process, should help group members to become involved in the learning situation. This third role playing portion may take several hours to develop and process.

When some solution to the presented problem is reached, the total group is asked to respond to the technique, usually as a whole, and attention can be focused on the concepts involved.

Experience has led the author to make the following observations and suggestions:

1. Enough time should be scheduled to allow the participants to process the concepts. While there usually is some time press, the processing and role playing should not be hurried.

2. The writer of the skit should have intimate knowledge of the situation involved. Naive mistakes can blunt the thrust of the technique.

3. A relaxed atmosphere is encouraged. Humor can be enlightening and we can learn by laughing at caricatures of ourselves. The director may tell participants that the parts have been intentionally "overwritten."

4. Process leaders do not have to be as highly trained as group counselors, but they should have some guidelines for their job as facilitators. One session of an hour or so previous to the role processing session has worked when process leaders were selected from participants.

5. Characters should be selected who can do an acceptable reading of the skit, if possible. There may even be "ham actors" available which could add to the fun as well as the authenticity. One skit was performed with professional television and stage actors and announcers with a high degree of success.

6. Elaborate stage settings and costumes are not necessary. The usual setting is in the middle of a large room with only tables and chairs for props. Participants are asked to imagine an office, a bedroom, a schoolroom or cafeteria.

7. If possible, the action should take place in the center of a rather large room with the small groups observing from the perimeter. It helps if characters are given signs to be worn so the various small groups can identify their character and others.

8. The director should move from group to group and at times may assist in the leading of the process. If s/he wishes s/he may even encourage the development of new characters or become a character himself/herself.

9. The participants should be told that "no miracles are allowed" and encouraged to inform other groups if the role playing is not realistic. Solutions should be relevant and viable.

10. This technique causes persons in large groups to get involved through interaction even though only a few role play.

11. Role reversal techniques can be applied through assignment of parts and members to groups.

In the opinion of the author it is not necessary to be theatrically inclined, to make this technique work, but the director and/or trainer should have the goals of the session firmly in mind.

Vicarious learning can be important learning. Readers are urged to consider role processing when appropriate. With appropriate materials the technique of role processing could be used in personnel work in higher education, teacher and counselor education, church and religious education with adults and young people, industrial and business settings, as well as community agency training programs.

The following are some role processing skits which have been developed by the author and co-workers. These are not generally available, but are reported to give an idea of situations in which role processing has been used successfully.

They Just Don't Care. An Adult Basic Education student, her friend, her teacher and the teacher's supervisor are the main characters.

A Night Out With The Boys. Four fathers and the wife of one play bridge and discuss their children.

Her Mother's Daughter. A Job Corpswoman, her family and friends develop the situation here.

A Community of Scholars. A college student body, the faculty, and administration wrestle with some current problems.

A Day At School. A counselor, students, teachers, and parents are the characters here.

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